

UGC concedes over pensions

by David Jobbins

The University Grants Committee surprised vice chancellors this week by agreeing to carry out a costing for a national superannuation scheme for non-teaching staff.

As the UGC is not the employer the status of the investigation is in doubt but the fact that it has agreed to do it is being seized on by trade union leaders as added support for their claim for a degree of equal treatment with academics who already have a national scheme.

For years union negotiators have argued that while there may be some good local schemes there are also many bad ones. They believe that although there are at least 70,000 technicians, clerical and manual workers in the universities a national contributory scheme would not cost too much because pay is generally well below the salary levels of academics.

But the extra cost to the employers has never been properly quantified - and this is what the UGC agreed to do when it met union leaders last week.

Mr Alastair Macrae, a national officer of the National Union of Public Employees commented: "To a certain extent it is a step forward." Union leaders are aggrieved that public money has been used at least twice to top up the academics' scheme - most recently when extra government funds were injected to offset the actuarial strains imposed by using the scheme as a basis for redundancy compensation.

Although NUPE and the other unions are not prepared to talk with the employers about a national redundancy agreement, Mr Macrae said: "The absence of a proper superannuation arrangements does put universities non-teaching staff at a disadvantage in circumstances where

redundancies are being talked about."

Mr Ronald Hayward, secretary to the employers' side of the universities council for non-teaching staff, said: "Our approach is to support the current position - that each institution has its own agreement. The last time the universities were consulted on the question of a national agreement, the view was that it should be left to local determination."

The employers are keen to see improvements in schemes which fall below the standards of comparable areas of employment but admit this means that individual institutions will have to find ways of footing the bill.

It is understood they will carry out their own investigation to identify deficiencies in schemes and will seek agreement with the trade unions on general norms which should be met if and when possible.

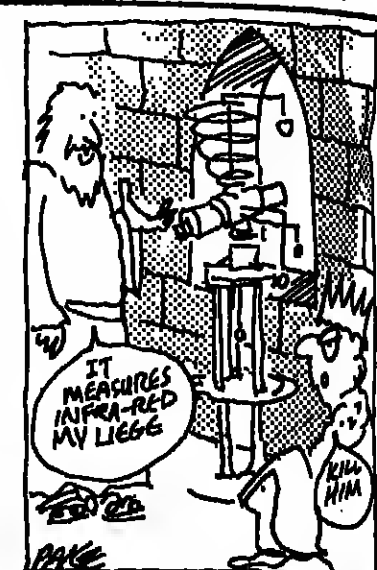
Longevity prize for apparatus

Reading University will benefit indirectly from the shrinkage of its scientific equipment grant when its chemistry department receives a prize today for possessing the oldest apparatus of its kind in Britain.

An infra-red spectrophotometer in the department's organic chemistry laboratory is the oldest instrument brought to light in a competition mounted by the manufacturer Perkin-Elmer Ltd. The company marked its twenty-fifth anniversary in Britain with the offer of a prize for the longest surviving analytical instrument of theirs in the country.

The Infra-red machine, bought with a grant from the Royal Society in 1958, began as a research tool and was passed on to the undergraduate teaching laboratory in 1965. In 1972, it was consigned to sixth-form demonstrations, and carried round the country from school to school.

However, last year, increasing pressure in the teaching laboratories brought the machine back into use in undergraduate classes, where it will continue to be used. In addition, the department will also have a new £15,000 spectrophotometer presented



by Perkin-Elmer to Professor Derek Bryce-Smith and Professor Ian Mills, who bought the original instrument. The history of this machine shows how grants for new equipment help teaching as well as research because when the latest apparatus is acquired older instruments can then be used by undergraduates. Professor Bryce-Smith said: "The instrument has been skilfully cared for like all our equipment and still performs very well despite the use and even abuse it has received."

OU considers how to cope with the cuts

by Karen Gold

The Open University senate is to consider proposals for a five per cent cut in every department and a transfer of one in 20 staff to self-financing posts.

The proposals are at a preliminary stage and include an extension to the current freeze on all but essential posts. They are the OU's reaction to its Government grants for 1983 and 1984 which increased by just below three per cent, an effective cut after inflation.

Since the grant provides 90 per cent of the university's income for undergraduate courses, these will be hardest hit. If the proposals are agreed, some new courses planned for 1984 will be dropped, according to Professor Len Haynes, prov-vice-chancellor for academic affairs.

At least one half-credit course may have to go this year, and others may be extended beyond their planned eight-year life. To reach the £3.5m budget cut.

The university has not discussed staff redundancies, according to Professor Haynes. But it is considering the transfer of one in 20 staff from the undergraduate side - funded only by grant and fees - to the continuing education side, which the Government requires to be self-financing.

The transfers would be temporary, probably for two years, and it is unlikely they would be compulsory. But this would increase the OU's commitment to short courses, updating and a more commercial profile while making it even more dependent on Government loans at full interest rates for the continuing education courses.

Voluntary sector to approach NAB

The Association of Voluntary Colleges has decided to negotiate terms to bring it within the scope of the National Advisory Body but retain its specific identity.

The AVC, which encompasses about 20 voluntary colleges, has been reluctant until now to come under the NAB umbrella while it hoped for a simpler relationship with the regional advisory councils.

Mr Colin Alvey, secretary for the Anglican Church Colleges, has been appointed to the negotiating panel. He said that one of the main discussion points would be how the NAB could become responsible for the voluntary colleges without removing their identity.

Other members of the negotiating panel are Mr Alan Bamford, principal of Wexham College, the Rev Douglas Rogers, Secretary for the Methodist Board of Education and Youth, Professor Kevin Keohane, Director of Rehabilitation Institute and Bishop Daniel Mullins who will represent the Catholic Education Council.

Mr Alvey said that any proposals had been put forward and said that Mr Horsman was merely a courtesy visit at which the topic of overseas student fees was discussed.

However, this week a DEB spokesman denied that any proposals had been put forward and said that Mr Horsman was merely a courtesy visit at which the topic of overseas student fees was discussed.

Mr Alvey said that any proposals had been put forward and said that Mr Horsman was merely a courtesy visit at which the topic of overseas student fees was discussed.

Mr Alvey said that any proposals had been put forward and said that Mr Horsman was merely a courtesy visit at which the topic of overseas student fees was discussed.

Colleges attack SED plan for secondary training

by Olga Wojtas

Scottish Correspondent

College principals have rejected the Scottish Education Department's proposals to cut next session's secondary teaching intake. And the principal of Moray House College insists that SED projections that only 190 secondary teachers should graduate in five years' time compared with over 1,000 this year would "devastate secondary training in Scotland".

If the SED keeps to its projections, further closures would be inevitable, "among Scottish colleges, which have already been cut from ten to seven". A meeting of the Joint Committee of Colleges of Education in Scotland, made up of the college principals and the chairmen of the SED's plans to keep the primary intake at 580 next session. But there was strong criticism of the proposed secondary reduction from 1,000 this session to 800.

Mr Gordon Kirk, principal of Moiry House, said there was "very considerable alarm and despondency" within the committee over the SED figure. "There is unique and unrepeatable curriculum development in secondary schools, and the way to respond is not to see recruitment to secondary teaching almost drying up."

Everyone accepted that there would be a decline in secondary school rolls, said Mr Kirk, but fresh blood was still needed in the system. The joint committee wished to see intake maintained at 1,000 next session, and hoped to persuade ministers there should be an improved staff-pupil ratio, which would require more teachers.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

Oxford Poly to axe 30 teaching jobs

Oxford Polytechnic lecturers face the threat of redundancy following the academic board's decision to axe 30 posts.

The decision was taken to cope with a less than expected contribution from the 1983/84 advanced further education post, and a smaller boost from the local authority to the polytechnic's funds. This meant it could not make up the ground lost last year, described as "disastrous".

Although the polytechnic's AFE pool award went up by 4.8 per cent, inflation and pay awards will turn that into an effective cash cut. Oxford County Council decided to cut £250,000 which adds up to a total cut of about £300,000.

Dr Brian Tonge, the polytechnic's director, assured the academic board that he hoped the posts would be shed through voluntary redundancy and early retirement. Since the polytechnic has not been through this process before, candidates are more likely to step forward.

Mr Nick Johnson, chairman of the National Association of Teachers in Further and Higher Education, negotiating committee at the polytechnic, said they were not happy about the loss to the teaching establishment, but would cooperate provided there were no compulsory redundancies.

The polytechnic's more serious

within the committee over the SED figure. "There is unique and unrepeatable curriculum development in secondary schools, and the way to respond is not to see recruitment to secondary teaching almost drying up."

Everyone accepted that there would be a decline in secondary school rolls, said Mr Kirk, but fresh blood was still needed in the system. The joint committee wished to see intake maintained at 1,000 next session, and hoped to persuade ministers there should be an improved staff-pupil ratio, which would require more teachers.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

The joint committee met a delegation of community education students who were concerned that the SED wishes to cut their intake from 190 in 1981 although there is a demand for graduates.

Mr Kirk said it was clear that the SED was making the cut for financial reasons rather than examining what was needed. The joint committee endorsed a letter to the SED from the college principals opposing the cuts.

SERC plans information technology unit

by Jon Turney

Science Correspondent

The Science and Engineering Research Council is to set up a new information technology directorate to coordinate research and training in computing and communications.

The new directorate will take over some existing SERC projects and new ventures set up with extra money allocated for information technology by the Advisory Board for the Research Councils last year.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

of proposals made by the Alvey committee on advanced information technology to the Department of Industry last year. The snag is that Alvey's third party, the Department of Industry, has not yet decided whether its portion of the £350m programme should go ahead.

The UGC and the SERC will proceed with their linked programmes with or without Alvey, but both are anxious to know exactly what the DoI has in mind.

The UGC's letter inviting applications for information technology posts - 40 for conversion courses and 30 for research - hedges its bets. It says: "Priority may be given to proposals related to the four enabling technologies identified by the Alvey committee - software engineering, intelligent knowledge-based systems,

Exemplary demonstrator systems proposed in the Alvey report, which derive from earlier internal SERC papers on the subject, include a health adviser, a teacher's noxiousity, a technical translator and a factory/plant manager.

Alvey's notional budget for teaching and university research was £57m over five years, and the combined UGC and SERC initiatives now account for almost all of this. The Department of Education and Science's estimates for additional funds for information technology run at £11m for three years at least.

Nevertheless, the DoI's decision, not expected until March, is crucial. Much of the research the SERC and the UGC will support will be chosen with a view to industrial collaboration.

The group, whose responsibilities include guidance on strategy and priorities for the Manpower Services Commission officials who will administer the programme, comprises representatives of employers, trades unions, local authorities and education interests, under the chairmanship of Sir Robert Clayton, technical director of GEC.

Their first job was to approve the seven projects already offered contracts in order to keep the Open Tech to its timetable as set out last year. The second group of projects is also expected to be approved shortly.

The first projects are: computer assisted learning centres in British Leyland plants; developing micro-electronics and advanced engineering distance learning courses through a consortium of south-east colleges and companies, known as Southtek; a national open learning system in refrigeration technology (Grimsby College of Technology); adaptation of overseas open learning courses for the British Fire Service (Peterborough Technical College); pilot scheme for technical supervisors (South West Regional Management Centre); quality assurance updating for small firms (Sheffield City Polytechnic); an open learning materials and resources information service (National Extension College).

Among the second group of schemes are likely to be some in the construction and aircraft industries, and a consortium of Northumbrian companies and colleges. They will bring the Open Tech's 1983/84 spending up to £3.75m, rising to £4.5m by 1985/86.

This year £1.8m will be spent on training people in new skills, and £1.1m on updating. Dr Tolley said. The Open Tech will also commission the Centre for Education Technology to oversee staff training in all the sponsored projects.

Somerset were to be served on the Department of Education and Science this week. This will give the department 28 days to file its affidavit and explain its reasons for closing the Roman Catholic college. It is unlikely that these will be very different from those outlined by the Secretary of State for Education, Sir Keith Joseph, in November. If the matter is not resolved after this period, it will proceed to court.

De La Salle College was one of 10 institutions originally listed to cease teacher training. It has been one of the centre of a fight by the Catholic Education Council to retain its historical share of teacher training places to match the size of the Catholic population and its schools.

Academic staff in the University of Aston's biological sciences department have been taking part in this week in an exercise which it is feared could be used to find candidates for compulsory redundancy.

The staff have been interviewed by the faculty dean who is preparing an academic plan for the department. The university, however, is known to want to lose at least seven staff from biological sciences. The 24 staff in the department at the time of the University Grants Committee cuts in July 1981 will be down to 17 through early retirement and voluntary redundancy by 1984 but Aston says the figure should be between 8 and 10.

The faculties were reorganized at the beginning of this year and biological sciences is now part of the new faculty of life and health sciences. It is in this context that the university has asked for the plan.

When Aston was threatening compulsory redundancies at the end of last year, the Association of Uni-

versity Teachers told its members to boycott such exercises. Now, with the immediate threat of redundancy lifted, the staff have decided to offer some measure of co-operation. They fear, however, that any specific criticisms about the way the department works could help the university in any future attempt to sack staff and that biological sciences could be a prime target for any such moves.

"We were asked individually how we saw the future of the department," said Mr Christopher Smith, senior lecturer in biological sciences. "While the threat of compulsory redundancies is still hanging over our heads, however, no one is going to say anything that could assist in his own execution."

The biological sciences department felt that "enough was enough", Mr Smith said. Those staff who were willing to go had already made their decisions and any attempt to cut the department further was "unreasonable".

Due to the success of the January weekend residential course and the overwhelming interest it generated, LIFFE is holding a repeat of this course from 17 to 20 March 1983. The course is designed to cater for those in the field of higher education who are interested in introducing the subject of Financial Futures into their own finance, accounting and economics courses.

LIFFE's three day course will cover using financial futures to manage the price of money in hedging, trading and arbitrage applications and will also include a visit to the Exchange. The course is FREE to the selected participants and will be held at the Royal Westminister Hotel, Victoria, London, SW1.

For further information and an application form return the attached reply form to LIFFE Ltd or telephone Barbara Houghton, LIFFE's Training Administrator, on 01-823 2488.

SEND TO: Barbara Houghton, LIFFE Ltd, Royal Exchange, London EC3.

Name _____

Address _____

Telephone No. _____

Teaching Establishment _____

Please send application form for LIFFE Weekend Course.

Open Tech approves projects

by Karen Gold

The steering group for the Open Tech, the Government's £10m technician and supervisor training initiative, met for the first time this week to approve the agency's seven initial projects.

The group, whose responsibilities include guidance on strategy and priorities for the Manpower Services Commission officials who will administer the programme, comprises representatives of employers, trades unions, local authorities and education interests, under the chairmanship of Sir Robert Clayton, technical director of GEC.

Their first job was to approve the seven projects already offered contracts in order to keep the Open Tech to its timetable as set out last year. The second group of projects is also expected to be approved shortly.

The first projects are: computer assisted learning centres in British Leyland plants; developing micro-electronics and advanced engineering distance learning courses through a consortium of south-east colleges and companies, known as Southtek; a national open learning system in refrigeration technology (Grimsby College of Technology); adaptation of overseas open learning courses for the British Fire Service (Peterborough Technical College); pilot scheme for technical supervisors (South West Regional Management Centre); quality assurance updating for small firms (Sheffield City Polytechnic); an open learning materials and resources information service (National Extension College).

Among the second group of schemes are likely to be some in the construction and aircraft industries, and a consortium of Northumbrian companies and colleges. They will bring the Open Tech's 1983/84 spending up to £3.75m, rising to £4.5m by 1985/86.

This year £1.8m will be spent on training people in new skills, and £1.1m on updating. Dr Tolley said. The Open Tech will also commission the Centre for Education Technology to oversee staff training in all the sponsored projects.

Somerset were to be served on the Department of Education and Science this week. This will give the department 28 days to file its affidavit and explain its reasons for closing the Roman Catholic college. It is unlikely that these will be very different from those outlined by the Secretary of State for Education, Sir Keith Joseph, in November. If the matter is not resolved after this period, it will proceed to court.

De La Salle College was one of 10 institutions originally listed to cease teacher training. It has been one of the centre of a fight by the Catholic Education Council to retain its historical share of teacher training places to match the size of the Catholic population and its schools.

Academic staff in the University of Aston's biological sciences department have been taking part in this week in an exercise which it is feared could be used to find candidates for compulsory redundancy.

The staff have been interviewed by the faculty dean who is preparing an academic plan for the department. The university, however, is known to want to lose at least seven staff from biological sciences. The 24 staff in the department at the time of the University Grants Committee cuts in July 1981 will be down to 17 through early retirement and voluntary redundancy by 1984 but Aston says the figure should be between 8 and 10.

The faculties were reorganized at the beginning of this year and biological sciences is now part of the new faculty of life and health sciences. It is in this context that the university has asked for the plan.

When Aston was threatening compulsory redundancies at the end of last year, the Association of Uni-

versity Teachers told its members to boycott such exercises. Now, with the immediate threat of redundancy lifted, the staff have decided to offer some measure of co-operation. They fear, however, that any specific criticisms about the way the department works could help the university in any future attempt to sack staff and that biological sciences could be a prime target for any such moves.

"We were asked individually how we saw the future of the department," said Mr Christopher Smith, senior lecturer in biological sciences. "While the threat of compulsory redundancies is still hanging over our heads, however, no one is going to say anything that could assist in his own execution."

The biological sciences department felt that "enough was enough", Mr Smith said. Those staff who were willing to go had already made their decisions and any attempt to cut the department further was "unreasonable".

Due to the success of the January weekend residential course and the overwhelming interest it generated, LIFFE is holding a repeat of this course from 17 to 20 March 1983. The course is designed to cater for those in the field of higher education who are interested in introducing the subject of Financial Futures into their own finance, accounting and economics courses.

LIFFE's three day course will cover using financial futures to manage the price of money in hedging, trading and arbitrage applications and will also include a visit to the Exchange. The course is FREE to the selected participants and will be held at the Royal Westminister Hotel, Victoria, London, SW1.

For further information and an application form return the attached reply form to LIFFE Ltd or telephone Barbara Houghton, LIFFE's Training Administrator, on 01-823 2488.

SEND TO: Barbara Houghton, LIFFE Ltd, Royal Exchange, London EC3.

Name _____

Address _____

Telephone No. _____

Teaching Establishment _____

Please send application form for LIFFE Weekend Course.



Mr David Sherlock, Winchester principal, amazed by this decision

Councils told to go ahead

continued from page 1

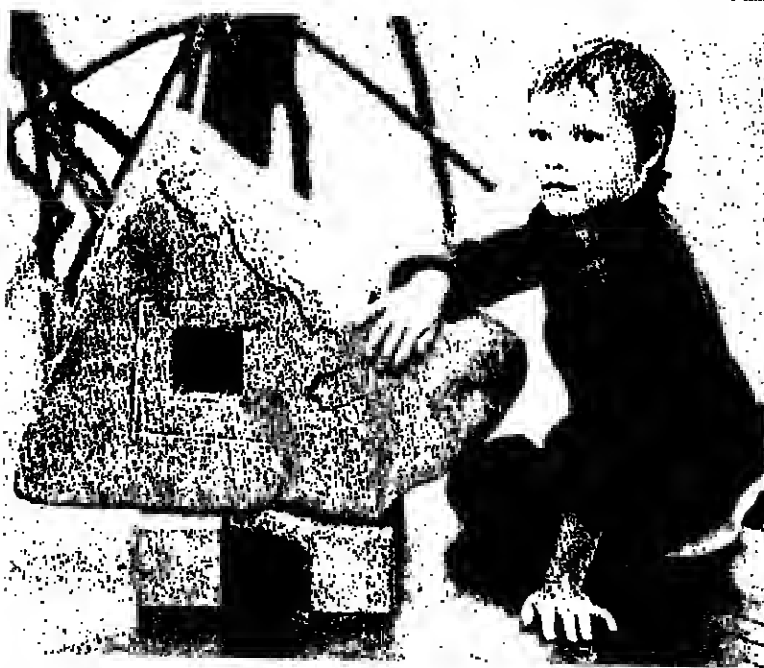
involved and will go to a meeting of the county further education sub-committee on February 8.

It is intended that the premises of the school of art should be available as a centre for visual, performing and practical arts and this idea is to be discussed with the Southern Arts Council and the city council.

Mr David Sherlock, the Winchester principal, said he was amazed by the announcement since it ran counter to all recent discussions about the future of art and design education in the county.

In the past 18 months the idea of a new "Mountbatten institute of higher education" has been mooted by the principals of Southampton College of Higher Education, the Warship School of Nautical Studies and the school of art.

</



Converting the Philistines

by Karen Gold

Philistine adults need draconian teaching methods like sprung traps and escape-proof armchairs to make them stay in art galleries long enough to look properly at contemporary works.

So concluded a class of 60 Southampton primary schoolchildren, who after a year spent studying 14 paintings and sculptures at the city's art gallery, had little time for the cultural values of their elders and betters. "Grown-ups, they might think 'Oh yeah, and then they'll wander off. Grown-ups mostly go for photographs in colour now!'"

The seven and eight-year-old children participated in a project run jointly by the gallery, their own Wildground County Junior School and the Arts Council. Their "good adventure" as they later described it, was intended not only to introduce them to modern art but to see if their lack of artistic preconceptions could be used to educate adults.

On the first of their 14 visits, the children were as baffled and hostile to the modern works as adults, according to the art gallery's keeper of education Miss Helen Luckett. Later on, discovering texture, symbol and abstract form, they would spend an hour looking at one work.

At this stage they tried to influence grown-ups in the gallery by questioning them about paintings and trying to persuade them to look longer. Finding these gentler methods unsuccessful - the adults approached scolded out of the gallery at once - they suggested fiercer ones: traps descending from the ceiling or armchairs which served tea and buns coming up from the floor.

They compromised eventually with a set of "teaching aids" to accompany a touring exhibition of the 14 works - strictly for adults - which is to last a year on Arts Council sponsorship. It is currently in the Scottish National Gallery of Modern Art in Edinburgh.

The children's additions include a dustbin - for disposal of old ideas about art - to be retrieved if desired on leaving the exhibition; a head showing the new eyes and brain needed to appreciate the works; new lips to smile at them; and a special "view-finder" to ensure visitors' look from more than one angle.

There are also labels made by the children pointing to areas of the paintings and sculptures which are coreless adult night mias and portfolios of the mainly written work they did about the exhibition. Photographs of the children and extracts of their discussions and opinions also make up the exhibition catalogue.

A Wildground school pupil examines the sculpture "Bye-bye the elephant" by Barry Flanagan

Libraries 'should specialize'

by Patricia Santinelli

Universities should concentrate on specific subjects as one means of countering dangerous cuts in library spending, Salford University's acting librarian has proposed.

Ms Audrey Lumb, writing in the Science and Public Policy Journal argues that this would avoid unnecessary duplication, and create centres of excellence and better libraries with the same amount of money.

She points out that unless a university has increased its acquisition expenditure consistently since 1973, for instance on periodicals by 300 per cent, its library is likely to be less efficient in its support of departmental work than it was 10 years ago.

"Unless universities accept some degree of limitation, it is illogical for them to demand that their library accept expenditure restrictions," she says.

"If consequent subject responsibilities were coordinated by the British Library Lending Division, it could be helped to cover literature which it can no longer afford itself."

Ms Lumb argues that coordination of courses between universities would not only achieve economy, but it would also enable the best specialist staff to congregate together, to the mutual advantage and to the benefit of research, providing a focus for funds for facilities and library resources in one place, instead of their being scattered widely and thinly.

She points out that there are enough potentially valuable subjects for specialization and few enough universities to enable a rational division of responsibilities.

"Although cooperation is a panacea much beloved by some academics as a means to library economy, few appreciate that libraries have been preoccupied for over 50 years and have been prevented from taking it further by the unwillingness of universities to cooperate closely," she says.

Ms Lumb also suggests that existing library resources be considered before universities embark on new subject areas.

"In view of the considerable investment of money in building collections in the past, it would seem foolish to ignore their existence and to choose alternative subjects for concentration, solely on the basis of lecturers' personal preferences," she stresses.

Another area of economy would be for every course to have a compulsory component providing an introduction to its subject literature and library resources. Considerable savings could also be made in some universities if library resources were concentrated in one building.

Ms Lumb also wants to see research within universities into the actual and potential dimensions of the library's contribution to university education. Among areas she suggests for investigations are the real terms of textbook access, background reading and so on.

Public records policy should be more open

by Paul Flaher

The Government accepts the need for greater consultation between academics and civil servants over the sorting out and secrecy of official documents, but it still rejects the need to set up any new formal machinery, the Commons Select Committee on Education heard this week.

Dr Geoffrey Martin, keeper of Public Records, told the committee he would certainly like to see even wider consultation than at present, but any formal set-up would add time and more paper to his job.

The all-party Select Committee, chaired by Mr Chris Price MP, is holding an inquiry into public records policy.

Dr Martin, former pro-vice-chancellor of the University of Leicester, said he was established by the notness and thoroughness of the operation of weeding and preserving records.

Currently the office estimates it would take a million man hours to preserve records every year, out of which about 100 million worth of material produced by Government departments.

in 1981/82, according to submitted evidence.

Mr Dempster also said that the Lord Chancellor had rejected the need for independent advice over decisions to retain sensitive material beyond the usual 30-year rule governing public records.

The Wilson committee report on public records in 1981 had recommended that each ministry should have advisory "sector panels", and that a new committee of privy councillors should be established to ensure documents kept beyond the 30-year rule were genuinely sensitive.

Dr Patricia Barnes, deputy keeper of Public Records, gave the committee some details for the "historical criteria" used in preserving records. These include reference to important legislation, novel schemes and well known public events. In the end it was a question of feel. "One knows what is good stuff," she said.

She did not feel public expenditure cuts were destroying public records. "It is rather neglect than destruction," she said.

Dr Martin, former pro-vice-chancellor of the University of Leicester, said he was established by the notness and thoroughness of the operation of weeding and preserving records.

He told the committee such panels would stretch the time and resources of departments. The MOD panel, which includes three academic librarians, was estimated to use four weeks of staff time and cost £3,000.

Cancer queries put on line

A Glasgow University cancer specialist is holding a one-day "phone-in" for anyone concerned about the disease. It will last all day on February 9 and the number available is 041-397 0159.

Professor Kenneth Calman of Glasgow's oncology department said they hoped to provide a follow-up for patients and their families wanted more information and more regular meetings.

"This is not just an educational exercise, it's an attempt to try to help people live with cancer and give them all the support we can," he said.

Professor Calman will also hold a series of public talks run by the university's department of adult and continuing education, beginning Monday, January 31.

UGC goes up in size

Three new appointments to the University Grants Committee were announced this week, increasing the size of the committee by one in order to raise the number of industrialists. All will serve for five years.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

The new members are Professor John Cannon, professor of history at Newcastle University, Mr William Sample, director of education at Lothian Regional Council, and Sir Peter Baxendale, chairman of the committee of managing directors of the Royal Dutch/Shell group.

North American news

Universities 'ignoring growing racial minorities'

from Peter David

WASHINGTON

American universities have until 1990 to respond to an array of bewildering social and demographic changes which will transform the nation's higher education system, according to a report published last week by the National Institute of Independent Colleges and Universities.

The report says university planners have focused on one change - the decline in the number of school-leavers which is expected to continue until the end of the 1990s - but "systematically ignored" the impact of a change in the racial balance of high schools.

Mr Harold Hodgkinson, a former director of the National Institute of Education, points out in the report that by 1990 nearly one in three young Americans will belong to an ethnic minority. As a result, any surge in university enrolments over

the next two decades will have to be led by minorities, particularly blacks and hispanics.

"Most large states have a very high percentage of minority students enrolled in public schools, including 32 per cent in New York State, 43 per cent in California, 46 per cent in Texas, 33 per cent in Florida and Maryland, 28 per cent in New Jersey and Delaware and Illinois."

"The percentages are generally even higher in the elementary schools than in secondary, suggesting that the future will hold even larger numbers of high school students who are from minority backgrounds," it says.

Out of sheer self interest, says the report, the higher education community needs to move swiftly to ensure that the largest possible number of minority students succeed in school and become eligible for higher education. Otherwise, the fall in adult enrolments may turn out to be

twice as steep as the 24 per cent drop in the overall number of young people.

But the growing proportion of young Americans who belong to ethnic minorities is only one of the profound demographic changes likely to change the shape of higher education. The report predicts that big regional differences in the demand for university places will create special problems in the 1990s.

While birth rates are increasing in the sun belt - California and the southern states - they are declining in most parts of the north where higher education institutions are concentrated. By 1990, 19 per cent of Americans will live in the west and 31 per cent in the south.

The report continues: "Thus, for the first time, we are faced with a 'two nation' perspective on educational policy - trying to get more educational facilities and services for

youth in the sun belt and continuing to cut back on these same services in the frost belt."

These differing regional patterns will make it difficult to evolve a national policy towards higher education, and more decision-making on educational plans is likely to move from the federal level to the states and regions.

The national institute report does not share the optimism of other recent reports which have suggested that the fall in the number of school-leavers may be compensated for by the growing number of adults seeking some form of education.

While there is indeed a large and growing demand for adult education at all levels, it is by no means certain that the mainstream higher education system will benefit from it, the report warns.

Many adults appeared to be turning instead to a "second system" of

post-secondary education which had mushroomed outside traditional colleges and universities.

This system was being provided by all kinds of organizations ranging from trade union colleges to about 400 corporations which offered courses to their employees. An estimated 46 million adults were receiving organized education this way, compared with only 12 million students in colleges and universities. Five corporate education programmes already offered their own degrees.

If one quarter of these 46 million adults now being educated had decided to take their education programmes at a college or university, there would be no decline in enrolments in higher education," the report says. But if higher education wanted to increase its share of adult education it would have to modify its existing structures considerably.

Academics recognized as geniuses

Are you an unrecognized genius? Do not lose hope! The MacArthur Foundation is looking for you. Last week 20 "exceptionally talented individuals" received prizes ranging up to \$60,000 a year to free them from financial pressure.

The awards are part of one of the most unusual programmes mounted by the Chicago-based MacArthur Foundation, a philanthropic venture created several years ago by John MacArthur, an insurance and property tycoon.

The foundation has committed more than \$15m to the programme which is designed to seek out talented individuals and "free" them from cramping financial pressures without specifying how the money should be used or requiring any report or project in return.

Unfortunately for many unrecognized geniuses, it is not possible to apply for a MacArthur award. The foundation selects the lucky recipients through a network of talent scouts who do not reveal to the person they nominate that they are being considered for a prize.

The size of the award is determined by age. A 21-year-old can expect to receive \$24,000 a year for five years and a 66-year-old \$60,000. Retired people who are still intellectually active can receive lifetime awards.

In this year's awards university academics received almost all the prizes. One lifetime award went to a Princeton scholar, Shimon Dov Golen, an 82-year-old student of Islamic civilization and medieval Jewish life.

The only other lifetime award went to Ralph Manheim, a 75-year-old translator and author who translated Hitler's *Mein Kampf* into English in 1943. Mr Manheim lives in Paris.

The other winners were Stephen Berry, professor of chemistry at the University of Chicago. He has researched atomic processes and written about links between thermodynamics and economic analysis; Philip Currie, a historian at Johns Hopkins University, anthropology and historical epidemiology; William Durham, professor of anthropology at



Stanford University. He was written about biological and cultural factors in human evolution and behaviour; Bradley Eton, a theorist of statistics and chairman of the mathematical sciences programme at Stanford University; David Felton, professor of anatomy and neurology at the University of Illinois; Ramon Gutierrez, assistant professor of Latin American history at Pomona College, California. He wrote a social history of colonial New Mexico and is a lecturer in the department of sensory and perceptual processes at Bell Laboratories in New Jersey. He has worked on artificial intelligence in the fields of artificial intelligence and the history of science; Charles Fries, professor of mathematics at the University of New York at Albany; Leszek Kolakowski, professor on the committee on social thought at the University of Chicago. He has published 23 books on philosophy, plays and fiction and a three-volume analysis of Marxism; Fred Leitch, a physicist at the University of California, Berkeley, who has written extensively about black culture; and Charles Fries, professor of mathematics at the University of New York at Albany.

He has written extensively about black culture; and Charles Fries, professor of mathematics at the University of New York at Albany.

Berkeley aims for the top of the class

The University of California at Berkeley has broken with tradition and dedicated one of its most prestigious chairs to a scholar whose primary interests will be in teaching rather than research.

Professor Norman Rabin, a noted Shakespeare scholar, has been appointed to the university's President's Chair for five years and will receive an additional \$15,000 a year for educational development.

Mr Ira Michael Hyman, Berkeley's chancellor, said the appointment was evidence of the university's determination to improve the quality of undergraduate teaching.

"This breaks with tradition which has previously assigned chairs to professors to assist them in their research. With the President's Chair, we are committing both the professor and the money to a major effort to improve undergraduate teaching," he said.

Professor Rabin will devote his teaching to the first two years of the undergraduate programme, a period which is widely acknowledged within Berkeley to fall below the standards of excellence which characterize the institution's graduate and research programmes.

While continuing teaching and research, Professor Rabin will spend five years designing a two-year core programme on Western civilization. The programme would be specifically for first and second year undergraduates and its aim would be to provide a general knowledge of Western civilization. Students would be expected to concentrate on writing and produce essays totaling 12,000 words in the first year.

Berkeley's academic senate applauded the appointment of an academic with an impeccable record in research, noting that the choice would "signal the university's commitment to undergraduate teaching".

Professor Rabin has published widely on Shakespearean and Renaissance drama and is president of the Shakespeare Association of America.

Action plan eases engineering crisis

The United States has made some progress over the last six months towards easing the crisis facing engineering in its universities, according to a report from the National Engineering Action Conference.

Unfilled engineering posts in higher education and obsolete laboratories are continuing to threaten the quality of engineering education but there are signs of gradual improvement, the report says.

The NEAC was formed last April at a meeting in New York attended by the four sectors concerned with engineering education - higher education, industry, professional societies and government. The conference produced an action plan de-

signed to channel more money into university engineering laboratories and staunch the flow of academic engineers leaving universities for careers in industry.

A follow-up survey by the conference showed that at least some of the problems were being mitigated: fewer university engineers were transferring to private and government initiatives were upgrading the facilities of university laboratories.

Dr Edward David, chairman of the conference and president of Exxon Research and Engineering Company, said that too little time had elapsed since the New York meeting to see any significant change in the

quality of engineering education. But he pointed out that industry had recently committed more than \$125m to support some 60 engineering education initiatives including graduate student fellowships, faculty assistance, grants, equipment donations and new university-industry cooperative agreements.

Peter David, North American Editor, The Times Higher Education Supplement, 1333 H Street N.W., Suite 440, Washington DC 20003. Telephone: (202) 638 6765.

Enrolments fall at private colleges

by our North American Editor

The future of hundreds of small private colleges in the United States has been put in jeopardy by a dramatic reduction in the number of students seeking places.

Figures compiled by the National Institute of Independent Colleges and Universities show that nearly 200 of the less selective liberal arts colleges, many of them church-related, experienced a drop of 10 per cent or more in new undergraduate enrolments last year.

Ms Julianne Still Thirft, the institute's executive director, said that many of these colleges depended on buoyant first-year applications for their financial health.

Falling enrolments meant losses of income from tuition fees and board and residence charges. In a typical college each missing student cost the institution about \$5,000. A loss of 10 per cent in tuition fees in a small liberal arts college often meant a loss equivalent to the institution's contribution to the running of the college.

She concluded: "Administration proposals to shrink or eliminate student financial aid programmes, and the methods by which Congress has made reductions, disproportionately affect low-income students attending moderately or higher priced institutions."

private sector could have expected a loss of about 6,000 new full-time students. Instead, the sector lost nearly 17,000.

She continued: "Theory on demand for higher education has held that enrolments ought to increase in economically depressed times because the opportunity costs of being out of the job market and the resulting foregone earnings are diminished. Therefore, the real cost of attending college is less."

"These new data show that, at least in the case of independent colleges, this theory no longer holds. Institutions in states with higher unemployment generally lost larger percentages of students."

One factor which had profound effects on enrolments at private colleges last year was the reduction in federal grants and loans to students. Ms Thirft said. Substantial reductions in "Pell" grants awarded to needy students had eroded the ability of many to pay their way.

She concluded: "Administration proposals to shrink or eliminate student financial aid programmes, and the methods by which Congress has made reductions, disproportionately affect low-income students attending moderately or higher priced institutions."

Courses

CENTRAL SCHOOL OF SPEECH AND DRAMA ADVANCED DIPLOMA IN VOICE STUDIES

This one-year full-time course, which has DES approval, is designed to meet the demand from a number of different sources for the skills of the voice specialist. Applicants will be recruited from actors and directors working in the professional theatre, teachers specialising in speech and drama and practising speech therapists.

Write or telephone for further information to:
The Registrar, Central School of Speech and Drama,
Embassy Theatre, Eton Avenue, Swiss Cottage,
London NW3 3HY.
Tel: 01-722 8183.

Sheffield City Polytechnic

Department of Education Management
One Year Full-Time Course

MSs IN EDUCATION MANAGEMENT DIPLOMA IN EDUCATION MANAGEMENT

Two flexible and highly individualised courses which give staff with responsibilities in schools, colleges and LEAs an opportunity to improve their effectiveness as managers.
Both courses involve practical application of management theory in the student's own organisation.
The MSs are also available on a part-time basis (blocks of five days and weekends over a 1 to 3 years) from September 1983.
Further information and application forms are available from the Admissions Tutor, Department of Education Management, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BP. Tel: (0742) 663374. Please quote reference 686.

Overseas news

Romanian emigrant law upsets US

Western countries are trying to recruit Romanian academics by "neocolonialist methods" the Bucharest newspaper *Romania Libera* claimed last week.

This attack, published shortly after the visit to Romania of US presidential special envoy Lawrence Eagleburger came as something of a shock to Washington which had been hoping that Mr Eagleburger's visit could produce some kind of compromise to the problem of the "education tax" imposed last November on would-be emigrants from Romania.

The regulations demand that the emigrant repay the entire cost of his or her higher education (from the last two years of secondary school upwards) before leaving the country. Payment, moreover, must be in hard currency, which Rumanian citizens are not allowed to possess. Such a law automatically excludes Romania from Most Favoured Nation status vis-à-vis the USA, under the terms of the "Jackson Amendment" of 1974, which was introduced in counter to a similar requirement imposed by the Soviet government on Jews wishing to emigrate to Israel.

Under American pressure, the Soviet law, while never actually repealed, was quietly allowed to lapse. Since the announcement of the Rumanian ruling, State Department officials have hinted that the criterion would be performance, not formality, so that if the law was not enforced, Most Favoured Nation status would continue, even if the law remained officially valid.

Reports from West Germany and Israel, which receive the vast majority of emigrants from Romania, so far have recorded no cases of emig-

rants having to repay education costs — though there have been sporadic cases when other clauses in the new law have been enforced, particularly the requirement of the emigrant to pay the taxes and medical charges imposed on foreigners, from the moment the application to emigrate is filed.

Throughout the Eagleburger visit, hopes remained high in Washington that the law would be quietly allowed to lapse — at least as far as education was concerned.

Sources in Bucharest indicated that the foreign minister, Stefan Andrei, had complained to President Nicolae Ceausescu that the new law was detrimental to Romania's international image and should never have been passed.

The *Romania Libera* article, however, which maintains that those who have received a higher education in the country's expense are therefore duty bound to serve the country with "faithfulness and devotion", is believed to have been directly inspired by President Ceausescu himself.

The idea that graduates have a special responsibility to the country was frequently put forward during the university reforms of the mid-1970s, which were carried through under the direction of the president's wife, Dr Elena Ceausescu, as head of the state committee for science and technology.

These reforms virtually destroyed fundamental research and gave all university courses a strong job-oriented bias. Romanian mathematics in particular was virtually wiped out, and some 200 of the country's leading mathematicians fled abroad.

Mystery fire baffles police

A mysterious fire at the University of Pristina in Yugoslavia which gutted several rooms and destroyed much of the university's archives, is being investigated by security police and the university technology faculty.

Since the student demonstrations in Pristina two years ago, which triggered an outbreak of nationalist demonstrations by Yugoslavia's Albanian minority, there have been frequent incidents of sabotage in the autonomous province of Kosovo.

During the last 18 months, there has been an extensive political purge of both staff and students in the university. The purge revealed various irregularities in the university administration — including the inflation of student numbers to almost double the true figure of 25,000. This was done to obtain additional federal funding out of the allocation for developing areas, which was given on a per capita basis.

Spanish lecturers renew their strike

Eighty university teachers in northern Spain have gone on strike for the third time in this academic year. For the past week, academic work has been at a complete standstill.

The teachers are protesting against continuing irregularities in their pay and contracts. They are all staff at the University College of Burgos, which was recently incorporated into the University of Valladolid. It is this change in status which is the cause of the trouble. The major complaint is that staff still do not know what contracts they will be given although they are already three months into the academic year.

The other grievance is that they are not being paid regularly. According to a report in the national newspaper, *El País*, the college's insolvency has built up large debts both in and outside the institution. On occasion, says the report, teachers have had to advance their own money to pay for teaching materials for their departments.

Students refuse to shave off beards

What is the difference between a political beard and an intellectual beard? This and similar questions have become the subject of much academic discussion in Turkey following a Higher Education Council ruling on appropriate dress for teaching staff and students at university. This ruling outlines hair on the chin, obliges men to wear ties and bans trousers for women among other things.

Police have turned away students from university gates for failing to comply with the ruling. Teaching staff appear to have been more fortunate, although they have not been slow to complain. At least one dean of faculty is among those refusing to shave off his beard.

The ruling has been strongly criticized in the parliamentary-style Consultative Assembly. "It is not the job of the HEC to produce standard students," said one irate member, adding that while the economy was being liberalized, beards had been nationalized. And the HEC nothing better to do?

Professor Isihan Dogminal, chairman of the HEC, purports not to realize what all the fuss is about. He, highly points out that university staff are state employees, and that civil servants have for long been subject to dress regulations.

The teachers are protesting against continuing irregularities in their pay and contracts. They are all staff at the University College of Burgos, which was recently incorporated into the University of Valladolid. It is this change in status which is the cause of the trouble. The major complaint is that staff still do not know what contracts they will be given although they are already three months into the academic year.

The other grievance is that they are not being paid regularly. According to a report in the national newspaper, *El País*, the college's insolvency has built up large debts both in and outside the institution. On occasion, says the report, teachers have had to advance their own money to pay for teaching materials for their departments.

Governor investigates sacking

from Lindsay Wright

WELLINGTON For the first time in New Zealand university history the governor-general, Sir David Beattie, has exercised his authority as visitor to investigate the sacking of a lecturer.

The case of Mr Bob Rigg, a senior lecturer in German dismissed from Waikato University in 1980, is likely to be heard in the next few weeks. Sir David has appointed two commissioners, Sir Clifford Richmond, a judge, and Professor Ken Keith, a university law professor, to take evidence.

Mr Rigg was dismissed by Waikato University's council after he co-authored an article in the local student newspaper linking student cancer deaths with isotope contamination in a university laboratory.

A committee of inquiry set up by the minister of health to investigate the alleged link rejected Mr Rigg's

allegation. After quizzing the findings Mr Rigg withdrew his allegation and apologized for the article.

Less than a week later he was given his notice by the university council (with backing from the academic board) on the grounds that he had "acted in a manner irreconcilable with his position as a senior lecturer at the university".

The Association of University Teachers told Waikato University that an appeal would be lodged and sought Mr Rigg's reinstatement pending the outcome. But the university extended his appointment only until November 30, 1980.

The association encouraged Mr Rigg to appeal to the visitor as the only remaining avenue of appeal available to university teachers.

New Zealand's solicitor-general, Mr P. Neazor, has said that the inquiry will set precedents both in respect of the procedure which should be followed and in respect of

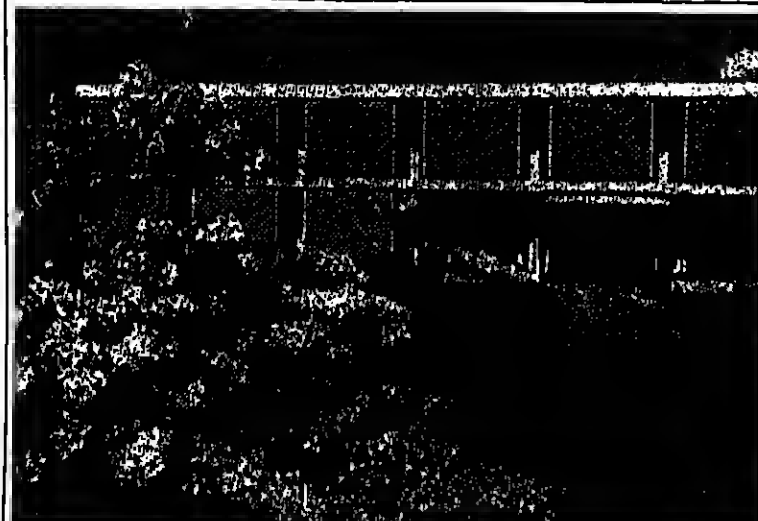
the visitor's jurisdiction to grant a remedy.

"Once this case has been worked right through, the experience which it will provide should ensure that any subsequent case would move much more quickly," he said.

The AUT has meanwhile stated that in any future cases it is important that people should remain on the staff of their university during the course of any appeal.

In his appeal, Mr Rigg is expected to raise the question of whether his conduct was irreconcilable with his position and whether the penalty of dismissal was unduly severe.

He is also expected to claim that some members of the university council involved in his dismissal could have had some interest in the outcome. He may also argue that undue regard may have been given to his past involvement in disputes within the university.



Makerere University library: starved of books

£40,000 appeal launched for Ugandan library

by John O'Leary

An appeal with a target of £40,000 has been launched in Britain to provide journals and books for Makerere University, in Uganda, which has been starved of foreign exchange to restock its library since 1974.

A previous appeal in Canada produced hundreds of academic books and enough money to allow the Makerere librarian to fly to Canada to select those most needed and ship them to Kampala. Now the emphasis is to be on journals, with the hope that five years' subscriptions can be raised for major periodicals.

Until now, the university has been dependent on gifts even though it has its own academic library in Uganda. Both Sussex and York universities have provided sets of books after the revision of some courses.

The appeal is being administered by the World University Service in London, in collaboration with a committee of former Makerere academics. Dr Margaret Macpherson, who spent 35 years at the university before her retirement in 1981, said that her principles of money or particular subscriptions had been received already.

"Universities in Britain complain about cuts, but there is no senior

common room which does not have access to all the journals it wants," she said. "Crumbs from the tables of universities here would be riches of Makerere."

Dr Macpherson said that she found standards still "remarkably high" on a return visit last year as an examiner. But inflation had left the university and its staff in severe financial difficulties. None of the lecturing staff could afford to live on a university salary, so there was a continuing "brain drain".

Some lecturers had an additional source of income from the ownership of farms, but most had taken second jobs. One runs a taxi service, for example, while a second owns a bus. Only expatriate staff paid in their own currencies are able to live comfortably.

The university itself now has some 4,000 undergraduates and consequently suffers from overcrowding. The Ugandan government had planned to open a new Muslim university last September at Umbali, but postponed the scheme for a year. The country's financial plight is likely to cause further slippage.

Donations to this appeal should be sent to The World University Service Makerere Library Appeal, 20 Compton Terrace, London N1.

Chinese specialize 'too much'

by Peter Mauger

China's drive for modernization by the end of the century has led to excessive specialization in "key" secondary schools which provide the majority of university places.

Professor Su Buping, a mathematician at Pudan University in Shanghai, has stressed in a recent article the importance of liberal arts to science and engineering students. He is concerned that scores of Pudan students not only think it unnecessary to study literature and history but actually fail to pass their Chinese language examinations.

Professor Su considers that the study of modern Chinese history is essential for an understanding of social development and the cultivation of a materialist-dialectical and historical-materialist world outlook. A knowledge of ancient history, he writes, will give them a better understanding of classical scientific works, thereby laying a good foundation for future scientific research work. Moreover, a study of Chinese literature and history will help them write clear, articulate papers.

Professor Su is voicing a general concern at over-specialization of university courses. At the Beijing Aeronautical Engineering Institute it was the students who requested a special literature course, which resulted in 400 students taking classes on *Selected Poems of the Tang and Song Dynasties*. And at Shanghai's Jiaotong University science students are encouraged to select at least one of 12 optional courses offered, such as Chinese language, basic music theory, traditional Chinese painting and Western painting.

As well as the obvious cultural advantages such courses, especially those on Chinese literature and history, are designed to foster patriotism and to supplement the political courses which are still not too popular. One student, inspired by the *Taoist* poet's patriotism, wrote: "My love for the motherland is the inspiration encouraging me in my studies. As the strong desire to change China's backwardness spurs me on to study hard."

However, the fact that last year he was possibly the first non-Welsh speaker to be vice president of the National Eldesthood body, having reflection of the mark he made to eight years at University College. Official recognition for his service followed in the New Year's honours list, in which he received a CBE.

Although he had no direct involvement with the public sector during his time at Swansea, Professor Steel became a familiar figure in the polytechnic and the larger colleges. Now he hopes to reverse the process. This will be no problem at University College since he has continued to base himself there, but he is aiming to foster more trans-binary collaborations through a liaison committee between the WAB and the University of Wales.

Like Mr Christopher Ball, his opposite number at the National Advisory Body, Professor Steel is

Surprise at the choice for the new general secretary of the university lecturers' union is less a reflection of Diana Warwick's abilities than amazement that the Association of University Teachers should make such an adventurous decision. At a time of crisis for the universities and for the union's 34,000 members, class watchers of the AUT had expected the leadership to appoint one or other of the internal candidates shortlisted to succeed Mr Laurie Sapper.

A young (37) woman from a trade union with no connection with education was an electrifying choice for a union with a mainly male, overwhelmingly conventional membership.

But Ms Warwick points out that she is the same age as Mr Rodney Bickerstaffe, the new general secretary of the National Union of Public Employees. And she is not the first woman to become general secretary of a TUC-affiliated trade union.

The 14,000-member Health Visitors Association, which affiliated in 1924, has had a woman senior official, Mrs J. W. Wyndham-Kaye, for some years. However women outnumber men 350-1 in the HVA, while the AUT estimates that just 15 per cent of its members are women.

"I think my appointment is significant," she says. "It shows opportunities exist, where women are treated on their merits." "Women play so little part in union affairs generally and I hope my appointment will be an encouragement to greater involvement."

Just 15 per cent of the delegates to the Bradford council which ratified the appointment were female, a proportion which has remained largely unchanged since 1980. But women on the union executive have declined from 17 per cent then to 9 per cent now — the first time it has dipped below 10 per cent for 12 years.

Ms Warwick comes from the Civil and Public Services Association, where women outnumber men by more than two to one.

She graduated in sociology and economics in the late 1960s from Bedford College, where she had been active in the National Union of Students. And early inclination to read English rapidly changed. Into social studies, largely because of the climate of the 1960s.

"I thought it was a very positive area of development which involved me in dealing with people. It may well have been a part of the 1960s — an increasing awareness among stu-



A new champion for the universities

As general secretary of the AUT Diana Warwick intends to defend jobs and improve conditions. David Jobbins has been talking to her

She moved from the pre-Houghton turmoil of the NUT to the first national strike in the civil service.

"Assistant secretary with the CPUSA was the only job I applied for. It seemed to satisfy my desire to stay in the public sector."

As so often in white collar disputes the 1973 strike was over a matter of principle — the Government's refusal to negotiate through agreed procedures for salary bargaining. "We then went on to fight the pay campaign through week-long strikes."

Her first responsibility was for clerical end typing grades across the entire civil service, and she negotiated a restructuring agreement which is still in force. After 1976 she took on responsibility for the 56,000 CPUSA members in Department of Health and Social Security offices.

"It was a time of intense pressure on trade union officials. There were major battles over cuts in spending, on resources and on staff, and cash limits affecting both the level of benefits and the standard of service. There was intense pressure on morale."

"We spent a great deal of time trying to get across the point that the standard of service was bad because there were insufficient staff to provide a humane service, not that the staff themselves were at fault."

The challenge of helping to defend the university service from the kind of Government attack she had witnessed in the DHSS was one of the key attractions of her new job.

"It is immensely frustrating to try to do a good negotiating job improving the conditions of your members when your main task is to defend their jobs. All trade unions, particularly in the public sector, are increasingly facing this dilemma."

Last year an attempt to run for the deputy general secretary's job in her own union foundered on the immense complexities of the CPUSA's bitter internal politics. "I was not a candidate of the right or the left which means one is unlikely to get anywhere."

"It was then I saw the AUT job advertised and it was an area I was anxious to get back into. If I was going to move on it seemed the ideal place to develop. There are so many challenges to face. I felt I could get a lot done and put a great deal into it."

She has kept up many friendships made in NUT days.

Her priority is to convince the public that higher education is vital to society and the economy and that resistance to the attack on the universities is not special pleading for a privileged elite.

"There is a case for a more popular approach, to create public awareness of what is happening. The case for higher education has to be sold fluently."

She feels that neither the vice chancellors nor the University Grants Committee has fought hard enough to protect the universities, that public intervention by the vice chancellors has been too little, too late.

"There may be a general awareness of the damage the cuts are doing and a willingness to take on the Government, but there are vice chancellors telling the Government they are not unhappy, that they will be given the chance to redirect resources and get rid of the dead wood."

"While as a committee the vice chancellors may have woken up, there are individuals who are using

the cuts to establish their own priorities."

Cooperation with other unions is going to be a key factor. "The challenges are so great that one union acting alone can be easily isolated. Government policy is undermining the whole base of higher education. A united front is our only defence."

Ms Warwick plans to join the AUT as general secretary designate a month before she formally takes over from Mr Sapper in May. In the meantime — as well as taking a brief holiday — she intends to build bridges to overcome any internal difficulties remaining from the turmoil of her appointment. She has already visited several universities, meeting not only local branches but in many cases vice chancellors with whom she may soon be negotiating.

The great tenure battle still remains to be fought, with general recognition that Aston has merely deferred its plans. And salaries — to be fought against the backdrop of the Government's 2.5 per cent cash limit for the public sector — are bound to pose problems both in negotiation and in presenting the final deal to the membership.

It is certain that under her guidance the fight for the universities will be far more than a sterile defence of privilege, for she fully intends to further the AUT's policies for widening access to disadvantaged sections of the community and increasing opportunities for mature students.

"There is still this myth about the ivory towers of the university world — probably the universities have not been very good at selling themselves. Almost by default it has become the job of the unions to defend higher education, and there has to be much greater awareness of what universities do."

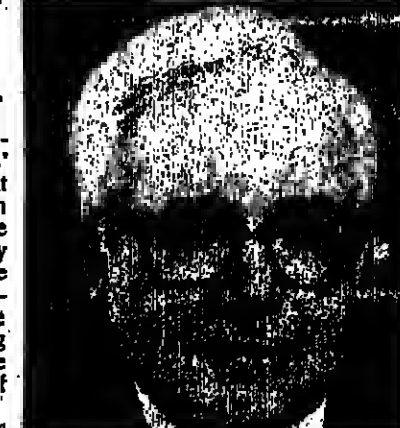
Priorities within the AUT include the need to get away from the two-stage salary negotiating procedure and to try to resolve the perennial problem of union policy on short term contracts and a career structure for research staff — an issue close to home for Ms Warwick whose husband is working on a limited term contract at one of the London colleges.

Those who may feel the AUT has weakened its stance by choosing a woman are in for a surprise — Ms Warwick will prove a tough adversary at the negotiating table.

"I have always been a bit of a fighter," she says.

Making the most of a strong outside influence

John O'Leary talks to Professor Robert Steel, chairman of the Wales Advisory Body



Professor Steel: Consensus approach

If a minister was setting out to provoke controversy in Welsh colleges, he might start by appointing a non-Welsh-speaking, English university principal with no experience of the public sector to the most influential post in their new planning body. But this is precisely what Mr Michael Roberts, under-secretary at the Welsh Office, did when he settled on a chairman for the board of the Wales Advisory Body last summer. It is a tribute to the reputation of Professor Robert Steel, the recently retired principal of University College, Swansea, that appears to have aroused no serious misgivings in the principal. Quite the reverse, in fact. With characteristic modesty, Professor Steel offers the explanation that he was welcomed by the various interests involved as the devil they knew and preferable to some other supposed favourites for the job.

However, the fact that last year he was possibly the first non-Welsh speaker to be vice president of the National Eldesthood body, having reflection of the mark he made to eight years at University College. Official recognition for his service followed in the New Year's honours list, in which he received a CBE.

Although he had no direct involvement with the public sector during his time at Swansea, Professor Steel became a familiar figure in the polytechnic and the larger colleges. Now he hopes to reverse the process. This will be no problem at University College since he has continued to base himself there, but he is aiming to foster more trans-binary collaborations through a liaison committee between the WAB and the University of Wales.

Like Mr Christopher Ball, his opposite number at the National Advisory Body, Professor Steel is

committed to breaking down organizational barriers where possible. He has already begun attending regular meetings with Mr Ball and Sir Edward Parkes, chairman of the University Grants Committee. "We have to believe in a good many crossings of the binary line in order to minimise its significance," he said.

But there are similarities with Mr Ball's task and. Although the two advisory bodies have identical terms of reference, Professor Steel is the first to admit that his problems are of a much lesser order of magnitude. He intends to visit each of the 46 institutions in his care — an odyssey which could never be contemplated by Mr Ball.

Indeed, the WAB has been likened to a regional advisory council, rather than a national body, having responsibility for rather fewer institutions and students than some of the larger regional advisory councils. Professor Steel is in no doubt that, quite apart from his constitutional necessity, the differences between the English and Welsh systems are sufficiently great to warrant a separate body.

It also seems certain to have a rather different, very much more informal mode of operation. Although Professor Steel's appointment was announced in July and an initial meeting of the WAB committee, chaired by Mr Roberts, was held before the end of the month, the second meeting took place only last week. There will not be another until the end of March.

The membership of the committee

was split between the Welsh Councils Committee (the local authorities' association) and the Welsh Joint Education Committee (which in higher education has performed the functions of a regional advisory council). In practice, however, the two bodies just happened to nominate one councillor from each of the eight Welsh counties; thus defusing any geographical controversy while still keeping within the Secretary of State's terms of reference.

Geographical distribution has proved more of a problem at the board, which is heavily dominated by the south. This led to argument at last week's committee meeting, but was justified on the grounds that the majority of the population and the majority of higher education is located in the south.

The only other real disagreement so far has been over the composition of the WAB's three working groups or panels on course approvals, finance and teacher training. Some committee members feel that the board should be represented through the chairmanships of the panels only, rather than on the ordinary membership as well. But Professor Steel has argued that the groups require the maximum level of expertise available, regardless of other commitments.

Although it is early days for the WAB, neither squabble is of the order that has confronted Mr Ball during the NAB's first 12 months. Professor Steel believes that the WAB is and will continue to be a much less political body, with only

one 'polytechnic and nine major' colleges, the range of interests within the NAB are simply not present in the Welsh body.

Neither is there the need for the sort of mammoth planning exercise which NAB is undertaking at present. The finance panel is working towards the same 10 per cent cut over three years, but there has been no decision on how the cuts will be selected. It is likely that UGC-style visitations will form the basis of their judgments.

The WAB set-up leaves little alternative. It simply does not include a secretariat of the size and type enjoyed by the NAB. The board and committee are serviced by three joint secretaries based in Cardiff, all of whom have demanding jobs already at the Welsh Office: the order that has confronted Mr Ball during the NAB's first 12 months. Professor Steel believes that the WAB is and will continue to be a much less political body, with only

fraught than his time at University College. As well as his WAB chairmanship, he is a recent appointee to the troubled Social Science Research Council and chairman of the governors of Westfield College, Birmingham, which is under pressure to merge with Newman College as a result of the teacher training cuts.

The Welsh training cuts will provide the WAB with its first real test, the board and then the committee meeting in March to set targets for next year. Wales escaped almost unscathed from the Government imposed cuts last year, but received targets for only one year to allow the WAB to take a longer view. In this respect, it was the envy of the NAB, which had to watch while decisions were taken which were bound to preempt future planning. An additional spin-off from this responsibility was that the one voluntary college, Trinity, Carmarthen, was with the WAB from the start, unlike their English counterparts.

Inevitably, however, it will be the 10 per cent cut exercise which makes or breaks the WAB. Professor Steel does not envisage the dramatic results countenanced by Mr Ball in England. "There are bound to be some withdrawals of courses," he says. "There is no way of avoiding that, but I would not have thought that the closure of any institution was likely."

It is a consensus approach characteristic of Professor Steel and, thus far, of the WAB itself. When he went to Swansea, he said he was satisfied if he left with as few enemies as he had at Liverpool University. He seems to have succeeded, but whether Government policies will allow him to say the same after his stint at the WAB must be more doubtful.

Olga Wojtas on the work of Strathclyde's award-winning audio visual services unit

University film-makers focus on the job market

Strathclyde University arts and social science students are facing the current round of employers' interviews with less trepidation than in previous years.

Last term, the Student Advisory Service set up a six week career planning course, attended by 140 students, which helped them make a career choice, analyse their abilities, fill in application forms, and ended by mounting a series of interviews with genuine employers ranging from British Rail to United Biscuits and Marks and Spencer.

The interviews were filmed by Strathclyde's audio visual services unit, and were then replayed and discussed by the students and interviewers.

"The students chose jobs they were interested in, and got a good run for their money," says careers adviser Barbara Graham. "They went in with fear and trembling, but when they have their real interviews I don't think they will have the same dreadful anxiety, having met an employer who went over their performance helpfully and constructively, pointing out where they had perhaps given weak answers."

"This was a pilot project, but we intend to hold it annually now, and possibly extend it to other students. Given the job market, it's no longer sufficient just to be a good average."

Strathclyde's audio visual team is used to making "self analysis" programmes for various departments. Students playing sales people try to sell products to students playing employers, or just forward the case for expanding British shipbuilding to a group of sceptics while tutors watch the results of their teaching.

Forensic science role playing has achieved a certain notoriety - lecturers take the part of judges and advocates in a mock courtroom, and students playing expert witnesses have been known to crack up under the dual strain of aggressive questioning and the television cameras.

But Gordon Thomson, who with Jim Harold manages audio visual services, points out that this is only a small part of the department's work. The staff make teaching films for any Strathclyde academic who wants one, and in the process have been scooping up professional awards, winning ten over the past two years alone.

When the Educational Television Association Awards for 1982 were announced in December, Strathclyde had won three of a total of six for the whole of Britain.

Two of Strathclyde's award-winning films, both in a series made for the department of architecture and building science, were directed by Gillian Skirrow who has now been transferred to English studies to help launch with Professor Colin McCulloch a joint degree with Glasgow in film and television studies.

One film, *Utopia*, which won an ETA award for best graphics as well as a Royal Television Society award, is a futuristic fantasy where new technology has taken over from all but a few people, and cities are riot prone and ungovernable. It has an intriguing touch - the prime minister is a social democrat. The SDP had not been formed when the film was made, the staff explain hastily, and it was considered a non-controversial Continental term.

The other award-winning films have been directed by Gordon Thomson and photographed by Jim Harold. They include *Chips for Everyone*, an introduction to microprocessors written by Dr Ian Sommerville of computer science, which contains what is believed to be the first comprehensive account of how a microprocessor is built up.

"We couldn't find any explanation beyond a most perfunctory one in printed publications or on film," says Gordon Thomson. "Manufacturers' versions were too detailed, and academics' versions covered the principles only."



Strathclyde's audio visual team on the Isle of Arran, filming for the Department of Architecture.

The audio visual team took the unorthodox but effective step of buying Dr Sommerville in their van on the way to various filming locations until he produced an acceptable explanation which was turned into pictures by the graphics department. Films are produced for a particular group such as second year or honours students, but are intended to be able to be used by anyone.

"They should be understandable to any reasonably intelligent adult," says Gordon Thomson. "After all I've got to understand them."

Mr Thomson, who worked for ten years in broadcast television, adds: "The joy of working with academics is that they're highly intelligent and quick to grasp the point you're making. They're also very receptive to new ideas."

The audio visual team had to be fairly receptive itself when filming *Cause and Effect* for the psychology department, in which a husband stabs his wife to death following the visit of one of her female friends. The subject matter didn't disturb

them ("Lots of blood!" they say cheerfully) but the scene was enacted by the Strathclyde Theatre Group who did not work to a script but relied on improvisation. The camera crew was left dodging round the set desperately trying to predict who was going to speak next.

The team also rashly promised the department of mechanics of materials that whenever possible it will turn out in an emergency to produce a teaching film.

It was held to this a few years ago when a tower crane above a mainline station partially collapsed, and within minutes a film crew and mechanics lecturer were on their way to take dizzying shots from a neighbouring roof while shops and a pub below were evacuated and closed.

Filming of the potential catastrophe continued over two days while the crane was delicately dismantled, the pragmatic lecturer pointing out that it would be a good film whatever the outcome. It lived up to his expectations by winning the International Scientific Film Association

Award in 1978.

At a time when audio visual services may be among the first areas threatened by the cuts, Strathclyde is firmly backing its own unit. A senate working party reported that it was not a luxury used by a few staff, but an important teaching aid.

"I think visual illustration helps any lecturer, but I hope these films put across a teaching point more effectively and interestingly than could be done otherwise," says Mr Thomson.

He adds that the unit generates a fair amount of income from the hire and sale of its films. It has even sent film to Hollywood (in the guise of one of the University of California campuses). The BBC has used several excerpts. A film on automated library circulation systems was one of the first imports to China after the Cultural Revolution, and was also sold to Poland, Iraq and Zimbabwe.

And if Strathclyde is ever in dire financial straits, it can always make its fortune selling the gory psychology film as a video nasty.

attempted to compress and synthesize the entire thesis.

The series, though slow in starting, quickly gained a momentum of its own, with eight volumes in a year, a rate of publication which simply fulfilled Professor Fraser's hopes.

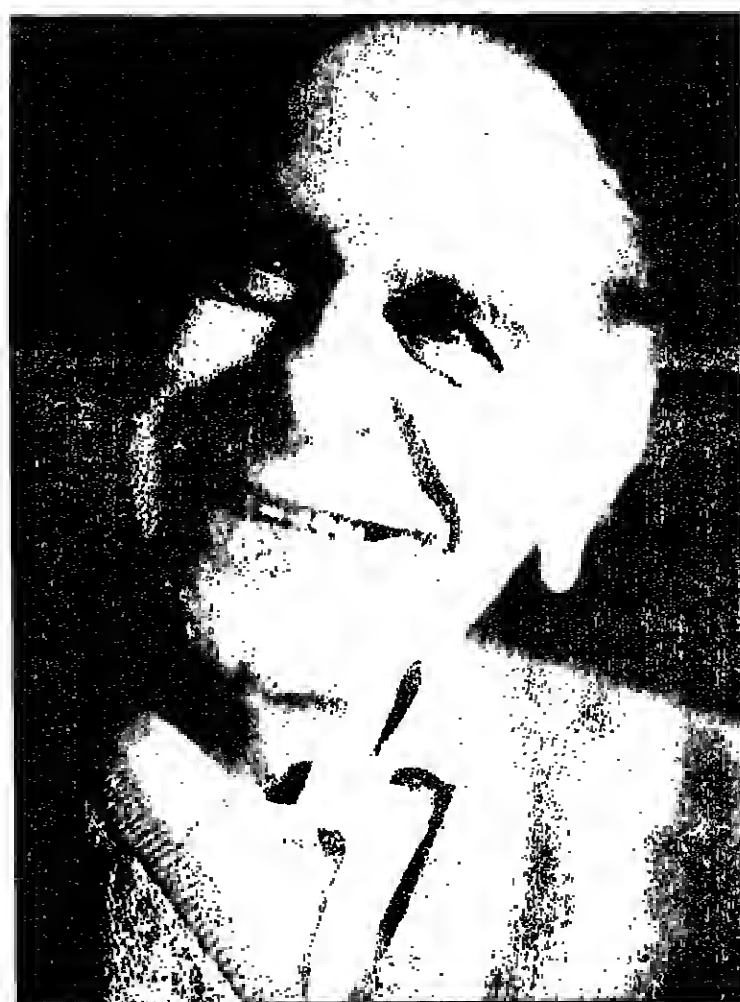
One sad aspect in an otherwise highly successful enterprise was the untimely death of Professor H. J. Dyos, who held the chair in urban history at the University of Leicester, the only British academic with that precise designation. Professor Dyos was originally responsible for the planning of the series and indeed chaired the Steering Committee for Urban History (now the Urban History Council) before his death. Professor Dyos had planned a conference to discuss the nature, role and future of urban history as an autonomous discipline. That conference was eventually held after his death and the proceedings are to be published by Edward Arnold this March.

Inevitably, the discipline has experienced some internal dissension as to its precise nature. There are those who feel that, in keeping with contemporary methodologies, the discipline should constantly examine its own premises and procedures; typically, British urban historians have tended to take the opposite, pragmatic view and to attack the material more directly. Urban history has suffered organizationally and structurally by its not fully defined status as a discipline.

The success of the venture, is heartening and points the way towards a rigorous and important reappraisal of the historian's function. Many have been put off by the theoretical complexities of Foucault and others and there is a danger of retreating from "theory" back into an unquestioning reliance on brute fact. Projects like the "Themes in Urban History" series, as well as suggesting alternatives to the current publishing dilemma, suggest that there are positive syntheses

A cross-section of converts

Felicity Jones reports from an international conference in Turin at which Karl Popper gave a lecture



Popper: in the forefront of Italian thought

To imagine a British academic conference backed by a group of industrialists, fashion designers and an influential bank is difficult enough. But when the bank is to the right, Popper, and the group is socialist it becomes near impossible especially when the principal speaker is the liberal philosopher Sir Karl Popper.

Yet this was the case at an international conference on the problems of rationality in politics, economics and philosophy "Individual and Collective" organized by the Club Turati and held in Turin last week. Such a curious phenomenon says as much about the Italian respect for thinkers, who can manage to grab the headlines in influential newspapers like *La Stampa*, as it does about the shift in Italian politics which has brought Popper into the mainstream of political culture.

On this occasion he was treated with the reverence of a "grand old man" of political thought, courted and lionized like a superstar, plagued by the "paparazzi" (the notorious band of press photographers) and while in Milan over a thousand disciples came to hear their guru and jostled to get his autograph.

There are several reasons why Karl Popper, who gave his famous defence of liberal democracy against totalitarianism in the book *The Open Society and Its Enemies* in which he advocated "piecemeal social engineering", should have come to the forefront of Italian thought.

There are three main strands in the country's political life which help to explain why he has caught the public as well as intellectual imagination. First has been the crisis in Marxism: the Communist Party still receives about 35 per cent of the vote and Marxism has also influenced thought within the Socialist Party, but there has been a growing disillusionment with it as a workable system, particularly as an economic theory in the light of the country's considerable financial problems.

Second, there has been a decline in influence of the Italian idealist philosopher, Croce, who for many years provided liberals with a philosophy which took account of economic activity but failed to provide the answers for an increasingly com-

plex, technological society. Similarly, and a third reason, has been the rejection of Catholicism as a dogmatic which, in Popperian terms, has been interpreted as another facet of the closed society.

There are other factors which explain Popper's influence now. His magnum opus, *The Open Society*, was translated into Italian by Professor Norberto Bobbio of Turin University only in 1973, almost 30 years after its publication, although his philosophy of science and methodological works were translated earlier.

Elsewhere in Europe the translations came earlier so that in Germany his ideas became most closely linked with the Social Democrat party and the former chancellor Helmut Schmidt wrote the preface to the book. In France, his fortunes were also tied in with the political ascendancy of centre right politics in the mid-1970s but his influence has fallen away since the socialists took power.

In Italy, however, there is no clear link with any one party as yet as one of the organizers of the convention Dr Angelo Petroni, who is the country's representative on the Open Society, an international group composed of Popper's former pupils and followers, pointed out. Popper's influence crosses conventional party lines picking up converts from a variety of parties.

Most active followers are liberals and socialists but it is a proud boast that even the Communist Party leader Enrico Berlinguer said in a newspaper article that if he came back in a second life he would like to develop a Popperian philosophy. Converted Marxists, such as Milan University's professor of economics Giulio Giorello who presented a paper on utilitarian ethics at the convention, are warmly welcomed. And the present socialist government, which will probably have to go to the country in an election within the year, has a Popperian, Professor Francesco Forte, in the significant position of minister of finance.

His presence caused considerable security problems when he arrived with a battalion of armed guards in the city which has been a centre of Red Brigade activities. It was suggested that such a prestigious conference could not have been held in

Turin two years ago for that reason.

Professor Forte's paper argued for a utilitarian reformulation of the principles of the American philosopher John Rawls, given in *The Theory of Justice*. Rawls used his "maximin" and "difference principles" to postulate a theory that society should be so arranged that the poor members should not be made any worse off by any change in social policy. It is a model which does not take account of those like Townsend who see poverty as relative, but rather takes the status quo as its base without involving any significant distribution in wealth.

Forte argued, in turn, that in order to maximize the benefits to all individuals in society, Rawls's theory of a competitive egalitarian society had to involve a shift which would provide protection in some form to the less wealthy. Likewise, the wealthier citizens need to be protected from risk and provided with an incentive to high productivity keeping their entitlement to certain property, both inherited and earned.

In this argument, he was following the utilitarian maximization principles promulgated by John Harsanyi, professor of business administration and economics at Berkeley. In his paper, Harsanyi, acknowledged the close link between his principle of expected-utility - that social systems and rules are chosen because they are most likely to produce the highest benefit to the average individual in society - and Rawls's views.

Harsanyi, however, rejects Rawls's maximin principle as irrational because people cannot live expecting the worst to happen otherwise they would never cross the road for fear of being hit by a car. It was also unbelievable, he said, to have a moral code which gave priority to the most disadvantaged individuals in isolation to other groups in society. "We must definitely reject any ethical theory that would force us to discriminate against some people because they have attributes, such as greater wealth or higher social status that carry no moral stigma yet happen to be out of favour with some philosophical or political ideologies," he said.

His principle is derived from the view that decisions are based on choice and the choice is between different lottery tickets on the basis of the highest expected, but still uncertain, good to everyone.

But Harsanyi's theory does not take account of personal gambling attitudes. The question put by Professor John Watkins of the London School of Economics, who has debated the issue with Harsanyi over a number of years, was: who decides whether one person's attitude to the risk-taking involved in moral decisions is more rational than another's?

A person may go for a certain outcome in some cases but may prefer to opt for a less certain lottery ticket where there is the prospect of higher expected utility. In another instance, this, he argues, is a rational decision which should be respected as such.

For some years, Watkins, a former pupil of Karl Popper, has been asking his students to choose between two groups of choices involving cash rewards. He found that while they would normally go for the certainty of £1,000 rather than the 70 per cent chance of £2,500, the students were prepared to opt for a 0.7 per cent chance of £2,500 rather than a 1 per cent chance of £1,000. There is an "illogicality" here which Harsanyi's view does not answer adequately. According to him, the students should have taken the 1 per cent chance of £1,000 under the principle of expected-utility and it is too easy to dismiss their choice as irrational.

It is no mere coincidence that there was such a heavy emphasis on utilitarianism, the roots of which are found in the British movement of social reformers like Bentham and Mill. As a rational view of ethics, it provides the bridge between Popperian thought and economics.

A viable alternative to Marxist-inspired social systems based on notions of equality has to provide a completely integrated ethical as well as political and economic philosophy from which decisions and social reform can flow.

times, the
circumstance 8 n.
present time 121 n.
time-saving

theology 973 n.
higher education
education 534 n.

supplement
increment 36 n.
augment 36 vb.
adjunct 40 n.
make complete
54 vb.

Do words fail you when the common room copy goes missing?

It need never happen again. Just fill in the coupon below applying for a year's subscription to The Times Higher Education Supplement and you will receive a copy of the very latest Rogel's Thesaurus absolutely free of charge. This handsome hardback volume specially bound for the Times Higher Education Supplement contains 1300 pages with thousands of clear and concise definitions of words and phrases in current usage. The recommended retail price is £7.95.

Please send the coupon together with your cheque for £22.50 to the address below.

This offer applies to new subscribers in the U.K. only.

Please send me my free THES Rogel's Thesaurus and a year's subscription to the Times Higher Education Supplement. I enclose my cheque for £22.50. (Cheques made payable to Times Newspapers Limited)

NAME

ADDRESS

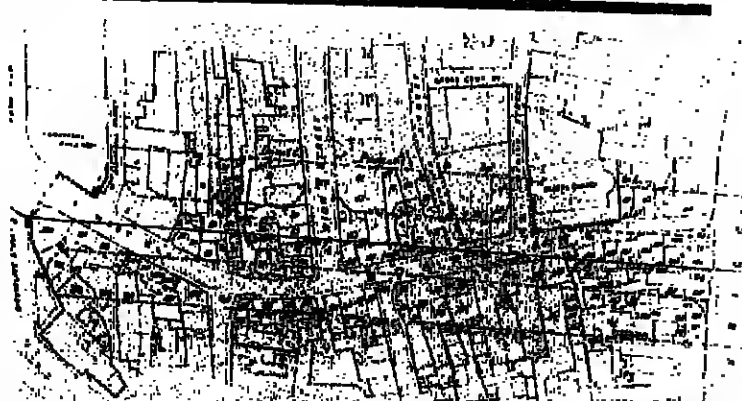
SIGNATURE

DATE

Please send this coupon with your cheque to Nigel Denison, The Times Higher Education Supplement, Priory House, St John's Lane, London EC1M 4BX

Elbow room for historians

Brian Morton on the new approach to history away from the 'great' towards 'immediate' sources



Plan of a street proposed for Leeds. From *Municipal Reforms and the Industrial City*, published in the "Themes in Urban History" series.

ity of historical research and the ways in which present and past can be used to illuminate one another. Last week Peter J. Beck, a discussion of the Public History movement, looked at attempts to make history more directly relevant to everyday political and social concerns.

Fortunately, most practising historians (except for powerful groups in France and Germany) have avoided the temptations of "metahistory". For whatever claims the new history makes, one crucial imperative remains from earlier procedures, that of making clear what happened.

so far looked at town planning, the social and economic profile of pre-industrial country towns, suburbia, the municipal reforms of the 1830s and the power of the patrician moneyed class in nineteenth century towns.

Derek Fraser, professor of modern history at the University of Bradford and general editor of the series, defines its origins: "There was a feeling in the late 1970s that there was an academic audience and in a form search. There were enormous queues for academic journals and these also imposed a word-limit of 6,000 to 8,000."

The "Themes in Urban History" series was intended to give individual authors elbow room and the chance to see work in circulation more rapidly than was otherwise possible; in individual areas, editors identified scholars who had made either a theoretical or factual contribution to the discipline. Authors either abstracted a theme from their thesis

added a final blow to Carlylean historiography. A book such as Lawrence Stone's *The Family, Sex and Marriage in England, 1500-1800* (1977) would not have been possible without the kind of awareness of "buried history" which feminism helped to foster.

Stone was prepared, as earlier historians would not have been, to draw much of his substantive evidence not from the notoriously "ideological" statistical record but from ideas and presuppositions inscribed ideologically in such things as popular prints, bawdy songs, theatre posters. The result was an epoch-making example of an ideal long held by historians, history as process.

As well as changing the constituency of historical study, recent theoretical developments have changed for ever the historians' methods. The shift of focus away from the "great" - events or people - has restored a confidence in such formerly dubious areas as private memoirs, the oral record (something that only portable tape machines in the 1940s), and the historical importance of "immediate" sources.

In the past year, *The THES* has published four articles showing how the procedures and materials of the historian have changed: Arthur Marwick (September 10, 1982) and Anthony Seldon (August 28, 1982) demonstrated clearly how previously unacceptable sources and even the oral record could be of primary importance in interpretation; Geoffrey Finkelson (November 5, 1982) de-

Historical research has changed dramatically in recent years and is continuing to change at a remarkable rate. Contemporary historians pin much less faith than did their predecessors on the "objective" historical record. In consequence, they are less than sanguine about the status of historical "fact".

Marxist historiography has been instrumental in bringing about a more critical and searching examination not only of events themselves, but still more of the structures of discourse by which events are inscribed in the record and passed on to succeeding generations. Marxist critical practice aimed at revealing the ideology which determined the selection, presentation and interpretation of events and movements. In recent years, historical study has been rather more directly concerned with the context in which such judgments are made than with the direct interpretations themselves. In the same way, historians have shifted their focus somewhat from the major events and the principal protagonists - Hegel's "World-Historical" figures - to the "maintaining mass", the bulk of the population who usually figure as numerical abstractions or as the reconstructed stereotypes of traditional "social history".

Under the influence of figures as disparate as Michel Foucault, Jacques Rancière, Georges Canguilhem and Lawrence Stone there has been a shift away from a historicist but reully unhistorical attention to individual "salient" figures and towards the study of ideas, emotions and social processes like marriage, childbirth, employment. The kind of history inherited from Carlyle and A. J. P. Taylor - with the implicit claim that European history could be reduced to the biographies of Napoleon, Bismarck and Hitler - was overturned by a powerful and complex synthesis of Marxism and structuralism.

Patricia Woodward and Patrick Dalton consider the sorry state of legal education in Britain

Passive followers of a strongly scented trail?

The story of legal education in England is a long and sorry one. Apathy, insularity, motivated rivalry and high hopes frustrated by conservatism make up the central theme. For centuries the cradle of one of the greatest systems of law in the history of the world had virtually no system of education. Even today English legal education is retarded by those old bad influences. It has also picked up some new ones on the way.

Perhaps the most refractory cause of its problems today is the long drift apart of the practical application of law from its theoretical study. In a living system of law neither activity can do without the other. This is surely true of all subject study from history to astronomy. The concrete without the help of organizing minds is without order. The organizing mind without the restraints of the concrete can quickly run to silliness.

English law was not considered to be a subject for academic study before the middle of the eighteenth century. The Inns of Court provided practical exercises in procedure but did not teach principles of substantive law. Experience gained through attendance at court and in the chambers of practitioners amounted to an apprenticeship for young lawyers. Education ran in step with the development of the common law system itself. High forensic techniques preceded abstraction of principle in the growth of our legal system. Legal education during the middle ages and early modern times is no more open to criticism on this account than is education in other fields. If medicine is chosen for comparison, then we find ourselves in the barber's shop.

In the universities legal studies were restricted to Roman and Canon law, graduates generally going into the church. English law received little attention as a principled system until Blackstone began a series of lectures on the subject at Oxford University in 1753. These lectures were not aimed at practitioners. This example was followed at Cambridge University and Trinity College, Dublin. The innovation proved to be a false dawn and more than a century was to elapse before English law became established as a subject worthy of study in a liberal education curriculum. Meanwhile the professional bodies for both barristers and solicitors provided no opportunities for legal education. All was a matter of self-help. Qualification depended mainly on time and routine. There was no safeguard in regard to competence.

In 1846 the Select Committee on Legal Education reported. It is not only in the field of legal education that contemporary Britain has failed to live up to the standards proposed by the hard pressed and maligned inhabitants of the Victorian age. By this time only London University was offering a course of study on English Law, Oxford and Cambridge having declined after Blackstone's influence. Some of the committee's findings and recommendations must still snap at our heels. The contrast between our system and that prevailing in Germany was noted. German universities demanded minimum admission qualifications, enjoyed a high number of professorships and curriculum organization, and insisted upon course discipline on the part of students. While recognizing exceptions, the committee feared for the general standards of ability and character of those entering the profession. The lack of academic influence, the undue influence of technical expertise and the lack of principled law practices were noticed.

It is, perhaps, worth pursuing the analogy with medical studies. Suppose that in the late nineteenth century medical studies at Cambridge or London University had been represented by the study of herbs and remedies in use in the Mediterranean lands in the centuries preceding the times of Christ. Imagine also hospit-

als and clinics to have been deprived of any scientific or practitioners' advice from academic medical institutions. Looking forward even to 1983, conjecture that there would still be no teaching hospital wherein students could see live patients under the supervision of teaching staff who themselves had contact with real patients. Where would medicine be in these circumstances?

The committee noticed also a myopic judiciary, poor drafting of legislation and the inadequacy of undergraduate courses in law. A university of law was indicated. A Royal Commission appointed in 1854 confirmed and developed this theme. The idea of a common basic education for both branches of the profession was now up for discussion. The significance of an intellectually and socially superior bar committed to liberty, professional independence and conservatism in academic circles proved to be too powerful for radical reform.

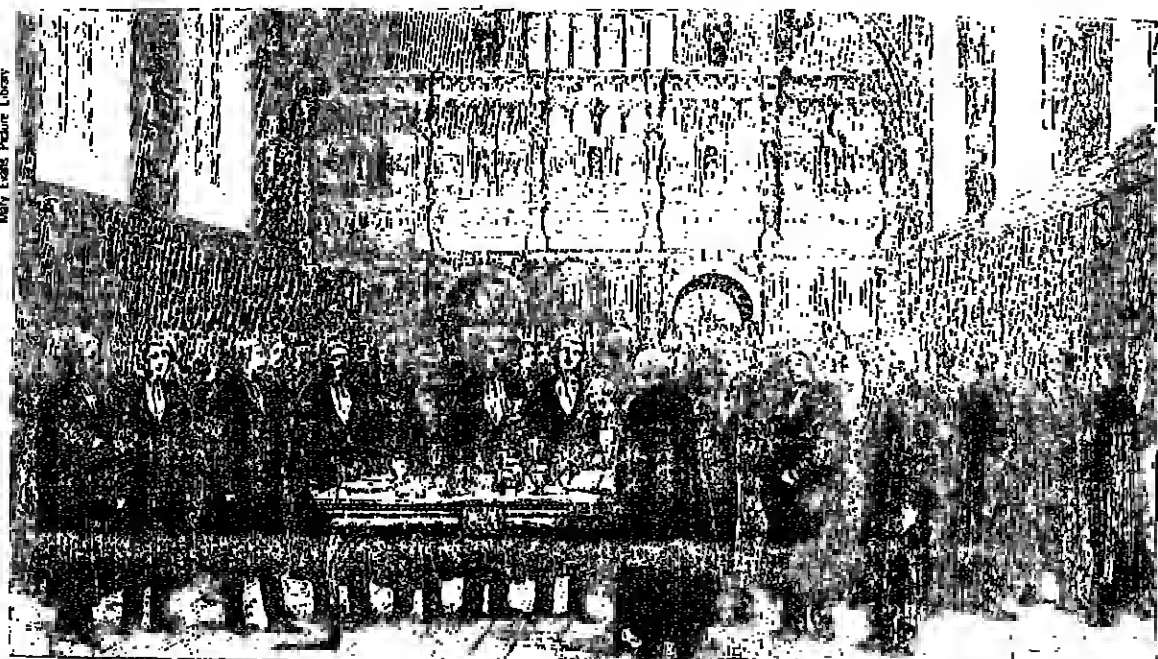
Blackstone's false dawn had highlighted factors which are still in the dark today. It flickered on jurisprudence, comparative law and the rationality of law in the broad sense. The 1846 committee signalled the importance of educating the student rather than filling his mind with factual knowledge through rote learning.

At the end of the nineteenth century and in the beginning of the twentieth there was a burst of activity at the universities. Dicey, Maitland, Holland, Austin and Pollock are names well known to students on any law degree course today. Law departments in provincial universities began to spring up. By 1950 many qualifying barristers, and some young solicitors, had degrees in law. The Law Society had shown itself to be sympathetic to reforms in education. The nature of the activity within those law departments is a matter of question, however.

Professor E. C. S. Wade remarked that too many teachers contributed little beyond an annual dictation of notes, that courses were too much a matter of cramming and memory and that too little attention was paid to law reform. Academic lawyers, it appears, possessed all the narrowness of outlook attributed to the practitioner and, we would add, lacked the incentive of economic independence to whet their energy and creativity.

There have been in recent years however encouraging signs from several directions. Space only allows brief mention of a few of these. Some university and polytechnic law schools are beginning to set a good example of legal studies liberal and contextually based. The Council for National Academic Awards appears eager to support change and experiment. Institutional units supporting improvement in teaching and learning in all disciplines are appearing. The education development unit at Birmingham Polytechnic has enabled a very productive exchange of ideas and practices to stimulate development in study methods across many subject areas. Professional bodies have also been active. The Law Society, for instance, has replaced the old finals course for solicitors by a much more relevant course of study. The Council of Legal Education has also redesigned its finals course for practitioners.

Nevertheless, some of the deficiencies in our system remain nothing less than fundamental. Most institutions would claim that their honours degree courses in law foster the growth of certain intellectual qualities. These would generally include logical thinking, critical reading and listening, open-mindedness, appreciation of subject boundaries, relationship of subjects and of the social, political and other contexts which give life and purpose to law. Initiative, foresight, judgment and intellectual independence would also be within the aims of most.



Called to the bar: an adequate training?

Yet tuition methods, syllabus content and assessment techniques can make the achievement of these goals improbable.

As to teaching methods, the programme of two lectures per week and one tutorial per fortnight enjoys special reverence. The two lectures enable the lecturer to "cover" most subjects adequately. Most topics in a syllabus can be discussed at some length. Students can receive a fairly full digest of the subject as produced by the intellectual enzymes of the lecturer. There are dangers in this. First, the teacher, frequently also an examiner, might finish up by marking his own lecture notes every June. Second, and more seriously, it is arguable that the person who benefits most from a lecture is the lecturer. Many of the activities likely to develop the intellectual qualities mentioned above are reserved for the lecturer in a system based heavily on lectures.

It is lecturers who must read the treatise critically, examine the original sources, discover and epitomize the learned periodicals and adventure into neighbouring subject fields. Suppose that... medical studies had been represented by the study of herbs and remedies in use in the Mediterranean lands in the centuries preceding... Christ

It is they who must exercise initiative and independence, suffer the pain of choice and rejection and finally enjoy the reconciliation of synthesis and expression. The students are then invited to sit down and enjoy the fruit of it all.

What then is asked of students? At worst the demand is too much for a retentive memory and an orthodox acceptance of settled doctrine. Too great an interest in the politics and politics of the law is not always encouraged. The great exhortation of civilization to stand on the shoulders of the previous generation gives way to a restraint which requires students to keep close hand stay behind the leaders of thought.

It is submitted that the qualities so often claimed to be encouraged by teaching methods which require much more active participation by students in their studies. The lecture has an invaluable role to play. It can be the medium through which students can be directed, stimulated, and even inspired. It can deal with particularly difficult or inaccessible topics. It can impart colourful personal impressions. It can provide an occasion for social bonding. It can raise problems and point to solutions from a vantage point which the students cannot have reached. It can range across other disciplines in a way hardly permitted in formal treatise. Finally it can be homely, enjoyable and responsive to the audience, day of the week and hour of the day.

Such formidable advantages should not be squandered by routine. Syllabus content is the next problem. To prospective law students it is perhaps the most important factor of all. They wish to read law but do not wish to be isolated from those rivers of thought which carry the next generation to its spawning grounds. They look for links between their chosen subject and the philosophy of life they are forming. At least they hope it is relevant to everyday life. These hopes will be disappointed if they are confronted with legal studies at their worst. Mere rule-learning with little emphasis on the social function of these rules can turn law into an abstract game. It can be fun for a short time, but it soon reeks of the sterile sterility of the argument about infectious diseases in the Preface to George Bernard Shaw's *The Doctor's Dilemma*, if there were no natural germs to look at and no real laboratories in which to puzzle over them.

In the context of law practical analogies of this abound. A lawyer comes to a town and country planning appeal. Are the Town and Country Planning Acts sufficient equipment for him, even supplemented by regulations, circulars and previous decisions? Certainly not. Architectural taste, road traffic policy, local economics and village bigotry usually count for more. In the same way, often knowledge of employment law is less important than appreciation of management and worker problems. These considerations have led some to question whether lawyers are now the right people to be concerned in matters of divorce and separation of spouses. Important though the law is, it seldom causes people to marry and probably less often causes them to part.

The idea of law studied in its contexts is now gaining ground in our academic institutions. However, it still appears as a trespasser to some. Even within particular law syllabi subject heads are inclined to suffer isolation. Contract, tort, land law, equity and others stand vertically distinct, their academic independence confirmed by textbook titles. Examination heads acknowledge the danger across the land. Strong conceptual themes justify their separate identity in the initial stages of study. Yet too often the conceptual approach fails to mature to contextual study. Real legal problems do not crop up neatly in these vertical conceptual planes. Often they spread horizontally and contextually. A road accident might sound in contract, tort, crime and even family law. Indeed law is a seamless cloth and subject threads run across the whole garment. Several law schools have now taken up this theme and legal literature is beginning to reflect the movement.

These factors also affect assessment. Assessment by unseen examination, alone, following a lecture programme, involves a heavy burden to play safe by returning answers reflecting views so amply expressed in lectures. If the aims of a course are the attainment of the intellectual qualities mentioned earlier, then the objective standard of knowledge displayed by the candidate, disproportionately reflecting that of the teacher, should not be the dominant feature. Quality of mind rather than quantity of knowledge should be tested. Diversification of assessment methods is called for. This is not to deny the role of unseen examinations. It is simply to submit that they should be supplemented by other assessment methods and that within heavy lecture programmes they can play false. They can play into the hands of those who passively follow a strongly scented trail and can be a disadvantage to those of original or independent mind.

In conclusion we would like to bring two issues into focus, one concerning legal education, the other relating to higher education generally. As to the first, perhaps one of the most serious criticisms made of both branches of the legal profession is that members confine their activities within too narrow a range. Solicitors spend too much time on conveyancing and probate. Barristers are too little involved in tribunal work. Powerful influences other than legal education are active here, availability of legal aid for example. Nevertheless, some aspects of legal education are at present better equipped to train students for routine lawyer-bugby than for encouraging them to design new levers or at least to use existing levers for new purposes.

As to the second question, we teachers feel ourselves if we believe that students really prefer long periods of captivity within the lecture theatre. They certainly seek direction, group-bonding and hints as to examinable syllabuses. They might profit from meetings with us for short periods. The present examination system accentuates these factors. The dog will do many tricks when he knows his master holds a juicy bone behind his back. For really independent and rewarding achievements however a different pattern is called for. Students, like people in general, enjoy and profit most by doing things for themselves - under guidance. This has been our experience during the recent years in the law department at Birmingham Polytechnic. The standard of work has generally improved in proportion to the extent to which we have extended the opportunities for independent study. Our humble efforts have no doubt been outmatched by many other institutions. We only write this because, although we have noticed several expositions on teaching methods, we have seen little on "non-teaching" methods.

This brief article is not designed to put teachers out of business. Only the "lever-pullers" are really threatened. That does not affect you or me does it? Perhaps we had better check whether we have made any amendments to last year's notes before we give next Monday's lectures.

Idea are of interest in this context only in so far as they move the world. Mendel's genetic discoveries, for instance, lay in a social vacuum for a century until they were rediscovered in 1900. Subsequently taken up by universities, they have reshaped society, for example by tightening control over pigs and corn, by influencing the procedures of educational selection, and by modifying the perception of race and sex. Universities linked to business and government thus realize ideas. What was once the intellectual amusement of a monkish reclusé eventually became an organized industry and administration capable of transforming man and nature.

This example signals the profound importance of the subject, but does not describe the literature on intellectuals which is mainly and characteristically more narrowly focused on the relation between intellectuals and the political order. In the tradition of liberal thought the primary concern has been with freedom of inquiry.

Among Marxist writers the preoccupation has been with the role of intellectuals in class conflict. The two traditions are not, of course, hermetically sealed, and indeed over the past 20 years have tended to converge on the idea that intellectuals themselves form a class; but in neither tradition are the definitions clear. On the class issue, however, two things are clear. In the twentieth century the division of intellectual labour has become one of vast scale and complexity, and universities have come to occupy a central role in it. Daniel Bell has elaborated these developments into the thesis that the university (in post-industrial society) has displaced the business enterprise (in classical industrial society) as the central institution guiding production and distribution. In fact agreement such writers as Alain Touraine have depicted the campus as the locus of class struggle in terms reminiscent of Marx and Engels on a Manchester factory.

At all events the university domain has been dramatically enlarged since the noun "intellectuals" began to have wide currency in reference to the nihilistic Russian university students of the 1890s or the Dreyfusards of the 1890s in France. Then university graduates constituted a tiny one or two per cent minority; now developed countries offer post-secondary education to a quarter, or in some cases like America, Sweden, or Canada, more than a half of their young people.

A class, if it is a class, has become a sizeable force in our time. And in the process the university has evolved out of its medieval European origins as the principal sustaining institution of the intellectual community. Even Wittgenstein, for all his hatred of university life, found it compellingly convenient to live in one.

The attraction may be ebbing now. Public sector institutions, at any rate, are under widespread fashionable attack (ironically in the name of a version of early nineteenth century doctrines which created the liberal university). The present Secretary of State for Education is prone to believe that the liberal polity and free business enterprise have been undermined by left-wing dons.

True it is difficult to conceive of either a culture of high technology without a university system or of a university system without heavy state patronage. Yet intellectuals are always prone to fall out with the powers, as Hobbes saw when he ex-

Patricia Woodward is principal lecturer in law and Patrick Dalton is head of the law department at Birmingham Polytechnic.

In a class of their own?

In the final part of our series on the British intelligentsia, A. H. Halsey concludes that intellectuals do not belong to a class of their own

Over the past century a distinctive literature has accumulated on intellectuals. It has settled nothing. Its contemporary interest is assured if only as a continuing licence for gossip by academics about the notables among them. Its continuing importance is as a contribution to the sociology of knowledge, that is how ideas are socially formed and socially realized.

Ideas are of interest in this context only in so far as they move the world. Mendel's genetic discoveries, for instance, lay in a social vacuum for a century until they were rediscovered in 1900. Subsequently taken up by universities, they have reshaped society, for example by tightening control over pigs and corn, by influencing the procedures of educational selection, and by modifying the perception of race and sex. Universities linked to business and government thus realize ideas. What was once the intellectual amusement of a monkish reclusé eventually became an organized industry and administration capable of transforming man and nature.

This example signals the profound importance of the subject, but does not describe the literature on intellectuals which is mainly and characteristically more narrowly focused on the relation between intellectuals and the political order. In the tradition of liberal thought the primary concern has been with freedom of inquiry.

Among Marxist writers the preoccupation has been with the role of intellectuals in class conflict. The two traditions are not, of course, hermetically sealed, and indeed over the past 20 years have tended to converge on the idea that intellectuals themselves form a class; but in neither tradition are the definitions clear.

On the class issue, however, two things are clear. In the twentieth century the division of intellectual labour has become one of vast scale and complexity, and universities have come to occupy a central role in it. Daniel Bell has elaborated these developments into the thesis that the university (in post-industrial society) has displaced the business enterprise (in classical industrial society) as the central institution guiding production and distribution. In fact agreement such writers as Alain Touraine have depicted the campus as the locus of class struggle in terms reminiscent of Marx and Engels on a Manchester factory.

At all events the university domain has been dramatically enlarged since the noun "intellectuals" began to have wide currency in reference to the nihilistic Russian university students of the 1890s or the Dreyfusards of the 1890s in France. Then university graduates constituted a tiny one or two per cent minority; now developed countries offer post-secondary education to a quarter, or in some cases like America, Sweden, or Canada, more than a half of their young people.

A class, if it is a class, has become a sizeable force in our time. And in the process the university has evolved out of its medieval European origins as the principal sustaining institution of the intellectual community. Even Wittgenstein, for all his hatred of university life, found it compellingly convenient to live in one.

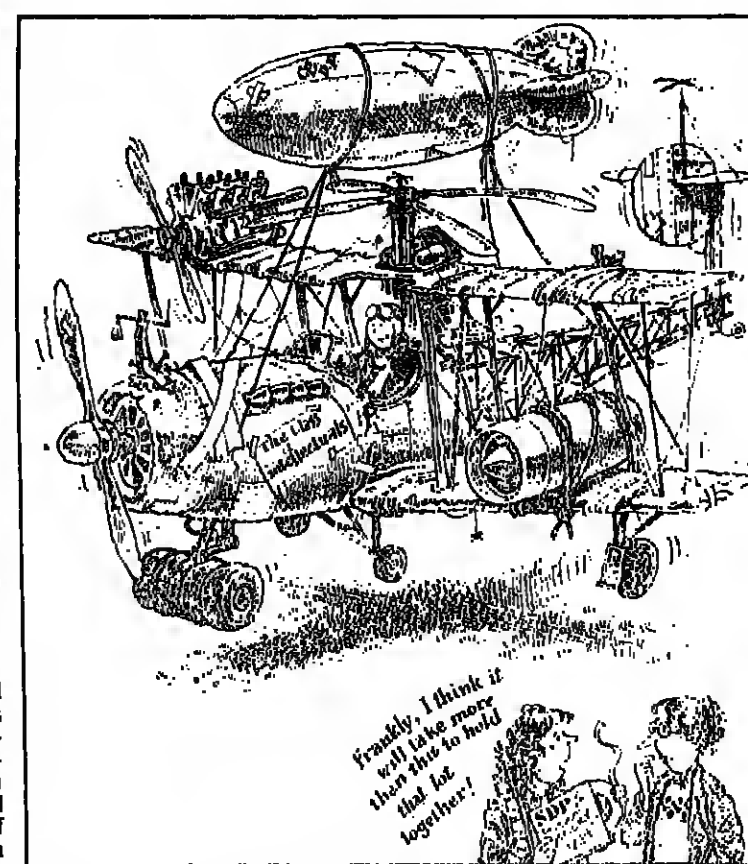
The attraction may be ebbing now. Public sector institutions, at any rate, are under widespread fashionable attack (ironically in the name of a version of early nineteenth century doctrines which created the liberal university). The present Secretary of State for Education is prone to believe that the liberal polity and free business enterprise have been undermined by left-wing dons.

True it is difficult to conceive of either a culture of high technology without a university system or of a university system without heavy state patronage. Yet intellectuals are always prone to fall out with the powers, as Hobbes saw when he ex-

Idea are of interest in this context only in so far as they move the world. Mendel's genetic discoveries, for instance, lay in a social vacuum for a century until they were rediscovered in 1900. Subsequently taken up by universities, they have reshaped society, for example by tightening control over pigs and corn, by influencing the procedures of educational selection, and by modifying the perception of race and sex. Universities linked to business and government thus realize ideas. What was once the intellectual amusement of a monkish reclusé eventually became an organized industry and administration capable of transforming man and nature.

This example signals the profound importance of the subject, but does not describe the literature on intellectuals which is mainly and characteristically more narrowly focused on the relation between intellectuals and the political order. In the tradition of liberal thought the primary concern has been with freedom of inquiry.

Among Marxist writers the preoccupation has been with the role of intellectuals in class conflict. The two traditions are not, of course, hermetically sealed, and indeed over the past 20 years have tended to converge on the idea that intellectuals themselves form a class; but in neither tradition are the definitions clear.



Frankly, I think it's a bit like me, but I like me better.

struggled to give historical and definitional sense to the notion of an intelligentsia. It remains an uphill struggle in Britain, as Williams argues, because alien to the still dominant culture of Victorian England. Crick even argues that the received rumours of a politically influential circle of British intellectuals in the 1930s have been exaggerated: they were fellow travellers manipulated by the Communist Party; the manipulation, that is, of the innocent by the impotent.

What, then, is the problem? The clue, I think, is Crick's quotation from H. M. Hyndman referring to "the furious prejudice stirred up in those days among the educational middle class against anyone who took the side of the people in earnest..." (my italics), and in Williams' reference to "art and thought as belonging, from the beginning, to the people as a whole..." (again my italics).

This is the problem - ideas by whom and for whom? In whose interest is high intellectual work carried on? Answers are to be sought by locating ideas in social structure and by analysing the origins, nurture, support, and consciousness of their bearers. Put in that way, we have more of a research agenda than a published literature.

All I can offer here is a small empirical footnote. Following Shils to define the intellectuals as high producers of ideas and accepting that the universities are their major institutional location, my 1976 survey of the staff of British universities can be put to work. The "operational definition" is crude - persons holding chairs who have published four or more books or 11 or more articles - and its shortcomings obvious.

The universities house the specialism of the highly educated rather than what Bell calls "the custodians of critical and creative thinking about the normative problems of their society". The Church of England, the BBC, the House of Lords, and Fleet Street also have their claims. The director of the London School of Economics could have been in the sample, but not the Archbishop of Canterbury, or the Chief Rabbi. Sir Karl Popper is in, but Bernard Levin and the contributors to *Stop the Week* are out.

Nevertheless the high professors, defined to include the leading one-tenth of academic staff, are at least relevant and arguably of the essence. Raymond Williams, in commenting on the view of "English backward-

ness" as an explanation of the resistance to the idea of an intelligentsia, makes the acid point that those who could be called intellectuals in other countries are in Britain mostly brought up in a system of private education designed for a class which includes the leading politicians, civil servants, company directors and lawyers.

All the relevant sociological enquiry supports that generalization. My 1976 survey shows that over one-third of the high professors had been through the private schools compared with only five or six per cent of the population as a whole. And Oxford and Cambridge, with their close ties both in recruitment from the well-to-do and as suppliers to the elevated metropolitan institutions of state and industry, are also dominantly the nurseries of both the intellectuals and the powers.

Such a pattern of connexion has undoubtedly given Britain an integrated establishment of political, economic, and cultural management, and may account for such paradoxes as Nobel prize winning combined with anti-intellectualism, scientifically innovative but ailing technology, and "high-culture" television drama succeeding spectacularly in the American market.

But the full story is more complicated. First, as the French sociologist, Raymond Boudon, has shown, educational systems everywhere translate parental advantage into educational opportunity - and this is as true in Russia or Yugoslavia as in the USA or Britain. Second, by international comparison, the British offer opportunities to enter the class of "workers by brain" more widely than most countries, for example France, the Netherlands, or Germany.

My 1976 high professors, though disproportionately drawn from the posh suburban classes are also meretricious. Two thirds of them hold first-class degrees compared with 40 per cent of the ordinary run of university teachers and less than one in five of polytechnic staff.

Though their intake is socially skewed and much intellect is wasted on the way to their gates, the British universities are unquestionably meretricious in their internal distribution of honour and rank. The scientific civil service is similarly constituted. What is significant is the socially narrower recruitment of the legal and administrative branches.

Moreover, the outlook of the academic leadership is more meretricious than the norm for all university teachers. The high professors are not typically extinct research volk. They have had markedly more books and articles accepted for publication in the last two years, and they continue to give research higher prior loyalty over teaching and administration after their promotion to a chair. Though Oxbridge connected, they are not as Oxbridge bound as their lesser colleagues.

The latter as a group saw a Cambridge lectureship and fellowship as more desirable than a London or Sussex chair: the high professors take the reverse view even though their group view of Oxbridge is the same in that rather more than one third of them as well as their colleagues agree that "Oxford and Cambridge

have preserved their dominance in practically everything that counts in academic life". The important point is that nearly two thirds of the highly productive academics disagree with this statement.

Can we then conclude that the intellectuals are a class - their property being the cultural capital of recognized merit and their vanguard the high professors? Lipset and others have shown in the case of America that academics of higher attainment and recognition are more likely to be left or, in the American sense, liberal than their colleagues; and the more intellectually eminent, the more likely to be critical of their government.

The British 1976 evidence shows a pattern which in one important respect is different. As may be seen in Table 1, the high professors are somewhat to the right of their colleagues both in their subjective place on the political spectrum and their voting record. Nevertheless, they also, like their American counterparts, are more heavily engaged in government consultancies (46 per cent compared with 12 per cent of their colleagues), and more worried about the subjection of the universities to the state.

The position is therefore that university teachers generally are politically much more to the left than the non-university middle class: their profile of party allegiance resembles more that of the manual working class. But within this "class-deviant" position the academic leadership leans back towards the norm of the middle-class hierarchy.

The standard beners of intellectualism, at least in Britain in the 1970s, were not the agents of the working class. Nor were they solidaristic scribes of middle-class interest. And most certainly they were not a class in themselves, being far too differentiated by salary and political opinion to act together. Some, I know, think that the Social Democratic Party will unite them; that party is, after all, essentially their invention.

No. The fact is that intellectuals, academic or other, are not a class. They are a loosely-knit array of overlapping hierarchical status groups, seeking honour and reputation mainly from each other. They are overwhelmingly state employees, albeit often reluctant and sometimes recalcitrant. But some can always be found to serve Mr Thatcher and (not always others) Mr Foot or Mr Steel. That is not a class.

If there has been a *crisis* des *clercs*, it has been a betrayal of all classes as well as of themselves. Could there then be Raymond Williams' intelligentsia for the people? I want to believe so: and a completed meretricious tendency would make it possible. It could happen, and it could serve as the high intellect of "the people as a whole" on one simple condition - that the democratic state is for "the people as a whole".

The author is director of the social and administrative studies department, Oxford University.

THE POLITICS OF BRITISH ACADEMICS

	High Professors	Other University Staff
Self-placement on political spectrum		
Far left	2.4	4.5
Moderate left	34.0	40.8
Centre	35.9	33.1
Moderate right	26.3	20.2
Far right	1.5	1.3
Vote at last election (1974)		
Conservative	36.1	23.9
Labour	30.0	36.1
Liberal	23.8	23.4
Others	10.0	16.6

Note 1: High professors are professors who have published 4 or more books, or 11 or more articles.

Note 2: These relationships between academic eminence and political outlook remain when the comparisons are made within age groups.

Michael Tilby
Michael Tilby is a fellow of Selwyn College, Cambridge.

BOOKS

Towards the Seventh World Congress

by James Joll

The Twilight of Comintern, 1930-1935

by E. H. Carr
Macmillan, £25.00
ISBN 0 333 33062 5

After completing in 14 volumes his original project of writing the history of the Soviet Union down to 1929, E. H. Carr, already in his mid-eighties, started to extend his work into the 1930s. His original decision to end in 1929 was partly due, he tells us, to the difficulty of finding reliable source material.

During the nineteen-twenties controversies on major topics had been conducted in congresses and committees, the proceedings of which were published in the daily press and a multitude of journals. It was not difficult to discover the reasons for any important decision, who had supported it, and on what grounds. By the end of 1929 this freedom had been slowly eroded. Orthodoxy was the road to promotion, heresy was punishable. Congresses and committees met no longer to debate decisions, but to register and popularize them. The historian no longer had a sure foothold.

Thirty years later, Carr felt these limitations on the historian no longer applied; but by then, largely as a result of the disclosures after Stalin's death, enough new evidence had become available to justify the writing of a history, if not of internal developments in Russia, at least of Moscow's relations with foreign Communist parties. He therefore set out, though the task to write the history of Comintern from 1929 down to its official dissolution in 1943. The present volume, which appeared just at the time of E. H. Carr's death at the age of 90, ends with the beginnings of the Popular Front and the Seventh World Congress of Comintern in 1935.

It is a book which shows no sign of declining powers. It has all the qualities which Carr's admirers and critics have come to expect from the earlier volumes - clarity of organization, lucidity of expression, the ability to translate the oblique and obscure language of official Communism into expository English prose. There is the same abstention from praise or blame and the belief that documents and actions speak for themselves without the need of value judgments from the author. The book, like its predecessors, is a triumph of positivist historiography and of a method perhaps not greatly in favour among historians today. The cynicism of many of the Comintern leaders, the tortuousness of their methods, the cunning needed to survive (of which Togliatti provided a particularly good example), emerge from the narrative, and only occasionally does E. H. Carr reveal his disapproval or contempt. For the most part he is content to record without comment the folly, deviousness and self-deception of men, whether Communists or not. Ideologies blind men to reality whatever their content. This for instance is what helped to make the success of National Socialism so easy.

Just as the west was blinded to National Socialism's peculiar and specific quality by addiction to the liberal principles of conciliation and compromise, so the vision of the Soviet leaders was distorted by the attempt to diagnose the rise of Hitler in the Marxist terms of class struggle.

The period 1929-1935 was the period of the final establishment of Stalin's ascendancy and after the murder of Kirov in December 1934, of the start of the purges. It was 'the twilight of Comintern' because Comintern was now downgraded to an agency of Soviet foreign policy instead of being the general staff of world revolution

envisioned ten years before. Stalin made little effort to conceal his contempt for Comintern and foreign Communists generally, and he played little part in the deliberations of the Communist International. This led to a paradoxical situation. By 1935 Stalin had taken the decision to try to construct a diplomatic front against Nazi Germany and to adopt the policy of the Popular Front and of alliance with other political parties, even if this meant the abandonment of the idea of revolution and of the Comintern's revolutionary role. At the same time, however, with the growth of the movement for the Popular Front, the prestige and influence of the Communist parties became increasingly important and the appeal of international Communism greater than it had been at any time since 1919-20, so that the Communist parties, especially in France and Spain, began to win new support and growing political influence. At the moment of its final subservience to Stalin, the role of Comintern seemed to many Communists and non-Communists alike to be more important than it had ever been.

In this volume Stalin remains a shadowy figure in the background. Far from attempting to control every move by Comintern and dictating personally every shift in the party line, he was content to take such decisions as were actually put to him and to limit his interventions to major acts of foreign policy. This was partly no doubt because of his preoccupation with internal Russian problems, but it was partly because by now the Comintern had become in his eyes, if not in those of Communists outside Russia, a subordinate organization of only limited importance. For Communists abroad this subordination of Comintern to the Soviet Foreign Ministry and the needs of Soviet foreign policy could cause some embarrassment, as when in May 1935, at the time of the French Prime Minister Laval's visit to Moscow, Stalin announced that he 'understands and fully approves the policy of national defence pursued by France to maintain her armed forces at a level consonant with her security', even though up to that moment the French Communist Party had been totally opposed to such a policy.

Some members of the non-Communist left had already realized the extent of the subordination of Comintern to Soviet interests: 'The core of the case against the Communist International', Fenner Brockway had written in June 1933, 'as an adequate instrument of the international working class is that it is not international at all. It is almost exclusively the Russian Communist Party.' Such suspicions account for the reluctance with which many socialists came to accept the Popular Front, but far more than before an article of faith that the defence of the Soviet Union was the essential condition for any progress towards revolution and must take priority over all else: as early as July 1932, the *Daily Worker* was attacking the ILP for advocating disarmament because this would 'lay the frontiers of the USSR open to the imperialists'.

If the Comintern was only a minor element in Stalin's political calculations it was still nevertheless of great importance to the parties which belonged to it. From the beginning it had been accepted that it was Comintern which laid down the correct theoretical line for every party to follow, and their day-to-day political tactics were subjected to detailed scrutiny in Moscow. Their leaders were liable to be summoned to account for themselves and most of them were ready to go to extreme lengths of self-abasement in order to keep their jobs. During a period when the world situation, both politically and economically, was changing so rapidly it was indeed a problem to keep up with the shifts and nuances in Comintern's interpretation of

events and its theoretical explanation of them. E. H. Carr suggests indeed that one of the reasons for Stalin's remoteness from the day-to-day operations of Comintern was his reluctance to commit himself in a confused situation when, in Carr's words, 'it was a far cry from the days when the Bolsheviks looked to European revolution as the *climax* of their struggle which would deliver them from the nightmare of isolation in a hostile capitalist world'. The hostile capitalist world was still there and Stalin still had an obsessive fear of war, but the way to avert it was by tough *Realpolitik*. 'In our time', Stalin said in 1934, 'one does not count with the weak. One counts only with the strong. . . . We were not oriented towards Germany in the past any more than we are oriented now to Poland and France. We were oriented in the past, and are oriented in the present, to the USSR and only to the USSR.' For Stalin such a policy involved keeping his hands free in relation to the foreign Communist parties as well as foreign governments.

Nevertheless, the Comintern's task was to keep control of its member parties and this was increasingly difficult when the circumstances in each country differed so fundamentally. By the mid-1930s the German and Italian parties had been practically destroyed and their leadership was in exile; the Polish party was subject to severe repression. On the other hand, the French Communist Party was by 1935 regaining mass support and was a major factor in French politics, while in China, after the designation of the party by Chiang Kai-shek in 1927 and after bitter internal divisions, the Communists were reorganizing, often in contradiction to Comintern's instructions, as an effective guerrilla army under Mao Tse-tung - a very different type of party from that envisaged by Marxist theory. (This diversity incidentally also causes problems for the historian, so that Carr felt that he must give almost equal space to the trivial problems of the tiny British or Swiss parties as to those of France or China).

With Stalin aloof from day-to-day Comintern affairs and the Comintern leadership in Moscow mostly in the hands of second-rate bureaucrats and party hacks, some of the member parties were demanding greater freedom of initiative. The most successful spokesman for this view was Dimitroff, the Bulgarian Communist who in 1933 was the head of the Bureau in Berlin and whom the Nazis accused of responsibility for the burning of the Reichstag building. After his acquittal for lack of evidence at a trial at which he had remained courageously defiant, he went to Moscow and became, in Carr's words, 'the first international hero to emerge from the grey ranks of Comintern'. At the beginning of 1934 he was calling, in words of a kind not heard in Moscow for many years, for a united front against Fascism 'from above and below' and 'a leadership of Comintern taking into account that it is impossible to give operational directions only to questions from Moscow to all 65 sections of Comintern'.

It was the beginning of a brief period in which Comintern policy did actually seem to respond to pressures from below and to the reactions of individual parties - notably the French - to the threat of Fascism. As Carr sums up 'It was the pressure of external events rather than pressure from above in Moscow which eventually drove Comintern along the path of the united front and later in 1935-36, at least in Western Europe, the policies of Comintern seemed straightforward rather than devious, so that the Communists were able to win credit for being the most vigorous of the opponents of Fascism. This is ironic when one has fol-



lowed in Carr's pages the extraordinary tortuousness of Comintern policy in the years 1929-34, the shifting theoretical analyses of Fascism and the insistence that the Social Democrats were the main enemy, the calls for a simultaneous struggle 'against Right opportunism and Left phariseology' which left many leaders of, for example, the French party so confused that they really did not know when they were following the party line and when they were deviating from it. E. H. Carr is an invaluable guide through these sectarian discussions and forgotten heresies, telling us about the precise ideological deviations of, for instance, Barbé and Célor, or the revolt of the Balham Group. At last in 1935 when this book ends a clearer line at last seemed, however deviously, at least to be emerging.

Occasionally Carr's reliance on Communist sources leads him to adopt their phraseology a little too readily: the term Fascism is sometimes too widely applied - for instance to the *comp* in Bulgaria in 1934 or the CEDA in Spain; and the *Worker* for the attendance at a rally in Hyde Park in May 1933 against Fascism and in favour of the principles of working-class dictatorship exhibited in the Soviet Union is perhaps questionable. But it is only and one wishes one could read another volume. The Seventh (and last) Congress of Comintern in July 1935, the first for seven years, sign both of the decline of Comintern and the hesitations of the international Communist movement.

James Joll is Emeritus Professor of International History, University of London. His books include 'The Second International', 'Three Intellectuals in Politics', 'The Anarchists', 'Europe since 1870'. He has just completed a study of the causes of the First World War.

BOOKS

Ever onward

The Secular Pilgrims of Victorian Fiction

by Barry Qualls
Cambridge-University Press,
£19.50 and £6.95
ISBN 0 521 24409 9 and 27201 7
Charles Dickens: resurrectionist
by Andrew Sanders
Macmillan, £17.50
ISBN 0 333 30727 5

'Two things about the Christian religion must surely be clear to anybody with eyes in his head', Matthew Arnold wrote in 1875: 'One is, that men cannot do without it; the other, that they cannot do with it as it is.' Arnold's words could well be taken as the text for both of these books, the authors being concerned primarily with the attempts by early and mid-Victorian novelists to reaffirm or reassert their Christian faith as it came under increasingly destructive attack.

The title of Barry Qualls's book neatly expresses the paradoxical situation in which many of these novelists found themselves. Convinced of their didactic function in society, and intensely aware that Christian belief was being undermined by materialistic and mechanistic philosophies, they clung to the idea that life was a spiritual pilgrimage but gradually surrendered the Heavenly City as the pilgrim's ultimate goal. The typical hero or heroine of a Victorian novel is, in these terms, a 'secular pilgrim'. The novel becomes a 'biblical romance', its narrative structure and language still deeply influenced by the mainstream tradition of religious literature - made up here of the Bible, Bunyan, Francis Quarles, and Milton - though now reformulated according to the Romantic emphasis on the primacy of individual perception.

The greater part of *The Secular Pilgrims of Victorian Fiction* is devoted to a close examination of the work of Charlotte Brontë, Dickens, and George Eliot. There are some tantalizing side-glances at Thackeray and Hardy, making one wish that Qualls had extended the scope of his thesis to include a 'main landscape' of these authors, and several of Qualls's *Emblems* are reproduced to make an effective visual comparison between Christian and secular pilgrims. But in some respects the central author is Carlyle whose *Sartor Resartus* is discussed as the 'emblematic fiction for Victorian novelists'.

It is easy to understand why Carlyle should be given this kind of centrality. Teufelsdröckh's pilgrimage in *Sartor* does establish what is aptly described as a 'main landscape' of the Victorian *Bildungsroman*. Carlyle is also instrumental in creating a form of fiction in which religious language is employed to direct the reader's urgent attention to the here-and-now, while insisting, at the same time, that there is an ultimate spiritual meaning in the world. It is a circular process of thought that translates brilliantly into certain types of modern fiction, and if Carlyle had continued to write 'novels' then his achievement and influence might well have been enormous.

But, of course, he didn't do this, and apart from a brief period in the 1840s Carlyle's influence on the development of fiction was relatively slight. Qualls is careful to point out that the writers who followed Carlyle did not necessarily accept his religious message, but he still insists on the widespread nature of Carlyle's influence. It could, however, be just as sensibly argued that what is at stake is shared inheritance of religious ideas, language, and imagery, rather than the overwhelming example of one man. After all, Charlotte Brontë had probably not even read Carlyle when she wrote her first novels; Dickens liked to assert his admiration for Carlyle, but the tone of his social involvement and message of his novels are totally his own; while George Eliot strove to create a

humanistic restatement of the pilgrimage theme that would have been incomprehensible to Carlyle.

Charles Dickens: resurrectionist is less challenging than *The Secular Pilgrims*, but it does offer a necessary counterbalance to Qualls's view that religious uncertainty in Dickens led him to place his hope for the future 'on genial society as an end in itself'. Andrew Sanders draws on a wide range of biographical and historical evidence to show that Dickens's fascination (in his novels and life) with death and resurrection, and his constant criticism of religious institutions, express not morbidity and doubt but a firm religious faith. It is a convincingly argued point of view and serves as a welcome corrective to the over-ingenuity that characterizes so much recent Dickens criticism.

Peter Keating

Peter Keating is reader in English at the University of Edinburgh.

Nearer the limelight

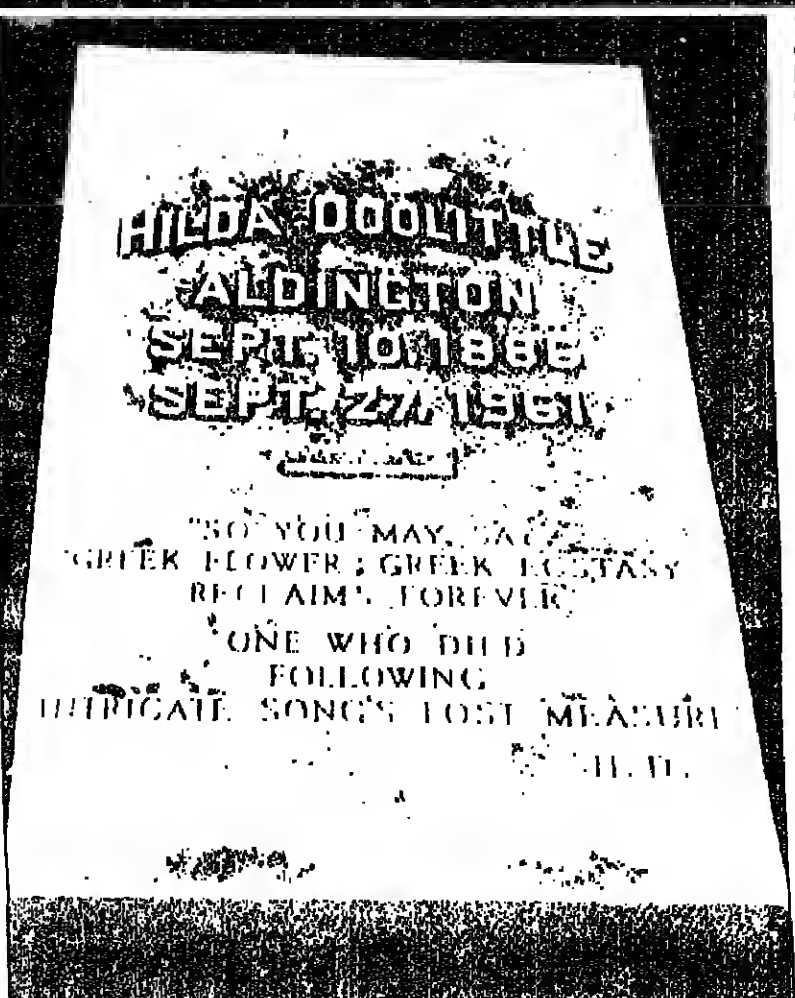
H. D.: The Life and Work of an American Poet
by Janice S. Robinson
Seaview Press, £12.50
ISBN 0 8567 069 2

In the thirties, forties and fifties, the literary critical establishment rendered Modernism manageable by equating its Himalayan expanses with the achievements of a few 'key' figures like Eliot, Lawrence and Joyce. In the next two decades, dissident scholars transformed this facile orthodoxy by drawing attention to such overlooked colossi as Ezra Pound, Ford Madox Ford, William Carlos Williams, David Jones and Basil Bunting.

Only now, however, are Modernism's female battalions beginning to find a place in these revisionist histories. Virginia Woolf and Gertrude Stein have been assimilated; Edith Sitwell, Stevie Smith and Ivy Compton-Burnett are better known as doctored eccentrics than as writers capable of excellence; while artists as considerable as May Sarton, Dorothy Richardson, Mimi Lloy, Louise Glück and the late John D. Barnes still inhabit the shadows. With the volume under review, the American poet and novelist Hilda Doolittle is coaxed a little nearer the limelight.

H. D., as she signed herself, was a lifelong victim of typecasting; quickly dubbed 'the perfect Imagist', she never escaped the reputation of her early lyrics. Although presented as a full account of 'the life and work', Janice S. Robinson's study is essentially a corrective measure designed to shift attention to H. D.'s later, longer, lovelier works by excavating their autobiographical substrate. Her thesis is that H. D.'s Imagist phase was accompanied by so many personal disasters that the poet spent the intervening years in a profound state of shock from which Freudian analysis and the London blitz eventually released her. The energy and the substance for H. D.'s finest writings were provided by this dramatic unlocking of a memory-board which for a quarter of a century had been massively repressed. The late works are fictionalized and retrospective autobiography.

The most satisfying aspect of this argument is that it correlates the rhythms of H. D.'s life and art. Robinson is surely right to suggest that H. D.'s work qualitatively gains in the middle. Her explaining of this in terms of H. D.'s traumatized psychology is authenticated by evidence of the horrors and humiliations that preceded the poet's nervous breakdown in 1920. These included successive abandonments by her fiancé Ezra Pound, her husband Richard Aldington, and her friend D. H. Lawrence; the deaths of her father and her brother; and the birth of a daughter while suffering from double pneumonia. Nor does Robinson have difficulty in demonstrating that some, at least, of H. D.'s late works were fuelled by memories of those dreadful First World War years: *Bid*



The grave-marker of H. D. in Nisky Hill cemetery, Bethlehem, Pennsylvania. The photograph is taken from *The Oxford Illustrated Literary Guide to the United States* by Eugene Ehrlich and Gertur Cunniff (Oxford University Press, £17.50).

Me To Live, for example, is a *roman à clef* whose effectiveness depends upon reader recognition of D. H. and Frieda Lawrence in two of the characters.

Despite this basic coherence, the volume neglects many facets of H. D.'s life and personality. Insufficient is said of her childhood and youth; her friendships and amours with Cecil Gray, Kenneth Macpherson, Eric White and Lionel Durand; her literary liaisons with T. S. Eliot, Marianne Moore (whose first book of poems she was instrumental in getting published), and the Sitwells; her role in the feature film *Borderline*, in which she starred opposite Paul Robeson; her relationship with her daughter; and her extended friendship and sometime love affair with Winifred Ellerman, the distinguished children's novelist Bryher. Our author also fails to isolate that peculiar lack of physicality which, combined with her exceptional beauty and ready capacity for falling in love, made H. D. so tantalizing to both her male and female lovers.

Most disconcerting of all, however, is the way Robinson fillets literary texts for biographical evidence. H. D.'s poem 'Hermes of the Ways' is said to be a portrait of Pound, yet our author's characterization of the eponymous god ('He was a well-known thief, responsible for "promoting commerce," who "invented astronomy," the musical scale, and gymnastics') is laughably at odds with this identification. Similarly, the likeness of that sexual *condottiere* Richard Aldington is described in the impotent Clifford Chatterley of Lawrence's novel. Elsewhere, several of H. D.'s most abstract and lyricistic texts are offered as evidence that Lawrence was the father of her child. Such fanciful speculations are predicated upon a tautology: H. D.'s writings are said to be autobiographical because they stick to the facts of her life; and we know the facts of her life because they are recorded in her writings.

Undimmed by these irresponsible muddings of fact and fiction, this volume must rather be considered a symptom than a fulfilment of the growing appreciation of H. D.'s sporadic brilliance.

John Osborne

Dr Osborne is lecturer in American studies at the University of Hull.

Roger Poole's *The Unknown Virginia Woolf*, first published in 1978, is now available in paperback from Harvester Press at £5.95.

Behind the legend

Baudelaire the Damned: a biography
by F. W. J. Hemmings
Hamish Hamilton, £15.00
ISBN 0 241 10779 2

The colourful landmarks in the life of Baudelaire bequeathed to his future biographers promised even the laziest of them a degree of success. In addition to the women known to have inspired his unconventional love-poetry, there was his prosecution for obscenity, his participation in the events of 1848, his enforced voyage as far as the Indian Ocean, his syphilis and addiction to opium, and, of course, his discovery of Poe as a fellow victim of life. But the inheritance also brought with it a legend, one that was purely of Baudelaire's own making. Many were misled by the poet's love of mystification and his determination to conceal his natural self behind the outward impassivity of the dandy.

Most English readers owe their picture of Baudelaire's life to the late Enid Starkie, whose pioneering attempt to separate the man from the legend is often idiosyncratic.

Michael Tilby is a fellow of Selwyn College, Cambridge.

ON SALE NOW

BODIES OF KNOWLEDGE

The Psychological Significance of the Nude in Art
LIAM HUDSON

A strikingly original exploration of the connection between psychology and the portrayal of the human body in painting, sculpture and photography.

... a bold and highly successful performance' - Observer
£12.95 297 781170 With 24 pages of illustrations.

Widenfeld & Nicolson

Weidenfeld & Nicolson

BOOKS

Marxist contexts

Modern French Marxism
by Michael Kelly
Blackwell, £15.00
ISBN 0 631 13202 3

It is Michael Kelly's contention that French Marxism has long been ill-served in the English-speaking world, despite or because of its important political and theoretical role in the social changes of the past century. He believes it has been perceived through "the distorting mirrors of inimitable and antipathy". Individual theorists – notably Althusser and Sartre – have been singled out for attention, but he maintains that the reception of French Marxism has been limited and piecemeal, and largely confined to disciplines such as sociology, politics, history and economics.

Kelly is also convinced that the ideas have suffered from being seen in isolation from the historical and cultural context in which they were elaborated. This objective in this book is to give a sympathetic but critical survey of the development of Marxist thought in France, and to analyse the writings which contribute to the elucidation of central questions of social thought and philosophy.

Readers who hope to find new insights into the fascinating twists and turns in the history of French Marxism might be in for a disappointment, as the contents are narrower than the title suggests. Far from dealing with the rich variety of modern French Marxism, Kelly deals only with debates within the ambit of the French Communist Party (PCF). His justifications for this decision are that "New Left" and Trotskyist tendencies have been extensively discussed elsewhere, and that the many other writers who see themselves as in some sense Marxists (including Christians, existentialists, structuralists and post-structuralists) "have made little or no notable contribution to debate on materialist dialectics."

With this narrow focus there is no need for Kelly to discuss the relationship between Marxism and the work of writers such as Jacques Derrida, Gilles Deleuze, Jacques Lacan, Julie Kristeva, Claude Lévi-Strauss, Michel Foucault and Michel Pêcheux. And in the case of Lucien Sébago, who attempted a synthesis of Hegelianized Marxism with Lacanian psychoanalysis, existentialist phenomenology, and the structural anthropology of Lévi-Strauss, but was expelled for his "deviations" and his support for an internal opposition

after Hungary in 1956 (he committed suicide at the age of 31 in 1965). Kelly can shrug off his experience as simply the typical itinerary of one who left communism. He calls it a "loss of potential rather than actual importance".

Although Kelly claims to eschew judgments of legitimacy, or the suggestion that those studied are the only real Marxists, there is a tendency for those who do not meet his rigorous criteria to be treated as marginal or deviant. Those who left the party are described as tainted with virulent anti-communism (for example, Victor Leclerc, Claude Roy and Annie Kriegel) and "not different to replace"; or, in the case of Roger Garaudy, who for a decade was the chief philosophical spokesman of the party, but responded to the disclosures about Stalin and the Hungarian uprising by repudiating doctrinaire defence of the Stalinist viewpoint and by developing a comprehensive Marxist philosophy open to positive features of non-Marxist thought, Kelly suggests that all he achieved was "a hastily rigged eclecticism which ultimately led him outside Marxism".

By contrast, his younger successors in the party "worked in relative obscurity to fashion more durable and more coherent restatements of Marxist principles".

In terms of influence within the intellectual confines of the PCF, from the late 1930s through the Cold War period to the late 1960s, there is no doubt that Stalin's thought

reigned supreme. His theoretical manifesto, the short essay "Dialectical and Historical Materialism", published in the *Shan History of the CPSU* in 1938, sold more than 300,000 copies in nine months before war broke out in France and communist publications were banned. Kelly acknowledges that Stalin's account of dialectical materialism led to an over-concentration on materialism at the expense of the dialectic, a tendency which he regrets. However, he comes to terms with it by suggesting that Stalin's dogmatic and schematic conception of philosophy must have prevailed because it responded to the political and ideological conditions facing Marxism in France: "A beleaguered movement was often glad to turn to a simple manifesto which could furnish clear slogans." Other histories of the French Communist Party indicate that Stalin's ideas prevailed because they were endorsed by sanctions of a fairly unpleasant kind, rather than because they were freely embraced as a response to historical circumstances.

The relative success of French Marxism in the period from the 1930s through to the 1960s, was not due to the originality and appeal of its theories, but was rather a result of the resiliency of individual Marxists in opposing fascism and in playing a prominent role in the Resistance. Indeed, during this period, when Stalinist ideas were prominent in Marxist theory, it was probably a

blessing in disguise that Marxist publications were either clandestine or difficult to acquire. It meant that the widespread impression of Marxists that they were pre-eminently oriented towards the active struggle for liberation of their country or preservation of their cultural and economic independence, rather than toward the development of theoretical positions. Kelly admits, as noted in his comment that "Most probably the distinguished record of prominent Marxists did more to confer prestige and authority on their beliefs than did more purely intellectual considerations."

In view of this, it is intriguing that one of the few more recent Marxist thinkers discussed in the book is Solange Mercier-Josa, whose major contribution has been to compare Marx's concept of ideology with Hegel's notion of the spirit of a people (*Volksgeist*). She analyses the Hegelian notion of a people as an individualized totality distinguished by its morality and customs (*Sittlichkeit*) and bound together by a spirit which produces the various aspects of its life. Marx adopted these ideas to show how the ideology of the dominant class, produced by and producing relations in the society, seeks to pass for the spirit of the people. Mercier-Josa suggests the notion of spirit of a people could be retained to designate the unstable compromise between dominant and opposing ideologies, or the historical gains won in the process of class

struggle toward the achievement of a classless society and therefore the creation of a people. All of this is very typical in view of the French Communist Party's strategy of commitment to "l'union du peuple de France", which its documents have called for since its Twenty-First Congress (1971), and which has taken it into government with the socialists. It is ironic that the pressing political requirements of the PCF should send its young theorists back to Hegel for assistance in the search for a theoretical basis for the notion of the spirit of the French people.

Kelly may be too sanguine in his belief that it is within the strictly defined boundaries of the theoretical framework of dialectical materialism that answers will emerge to crucial questions concerning the difference between a people and a nation or nationality, the relationship between a class of classes and a people, the nature of a people's actual or potential existence, the nature of ideology, culture and other institutions in their relation to a people. As the late Nicus Poulantzas, one of the many influential Marxists not discussed in this book, pointed out: "we have to recognize that there is no Marxist theory of the nation."

Kenneth Thompson

Kenneth Thompson is reader in sociology at the Open University.

Workers divide

Segmented Work, Divided Workers: the historical transformation of labor in the United States

by David M. Gordon, Richard Edwards and Michael Reich
Cambridge University Press, £20.00 and £6.50

ISBN 0 521 23721 1 and 28981 1
Work and Politics: the division of labour in industry
by Charles F. Sabel
Cambridge University Press, £17.50
ISBN 0 521 23002 1

Both these books are rooted in a concern to explain the failure of a working class in industrial capitalist societies to unite and protest about the conditions of their working lives.

Both see the most important reasons for this failure in the divisions between workers brought about by the segmentation of jobs by capitalist employers. Both see the current period as one of change with considerable potential for quite new, though as yet difficult to formulate, forms of work organization. They differ however very considerably in the material they draw on and the ways in which it is used to discuss these issues.

Segmented Work, Divided Workers focuses on the United States, though its ideas and arguments have far wider relevance. Professor Gordon and his colleagues have all made notable contributions to the theory of segmented labour markets and in this work they develop a much more systematic and theoretically sophisticated account of their ideas. They argue that the history of industrial capitalism can be divided into three overlapping periods: the period of initial proletarianization from the 1830s to the 1890s; the period of homogenization from the 1890s to the Second World War; and the period of segmentation from the 1920s to the present.

Each period is associated with a long swing from stagnation to economic vigour and back to stagnation in the world economy. Within each period a stage of exploration is followed by a stage of consolidation, when a new social structure of accumulation is established and operative, and concluded by a stage of decay (which is also the stage of exploration for the succeeding period). Each of the three periods, as their descriptions imply, is characterized by a different form of the labour process and different labour market structures. The ways in which labour protest is contained also

change: currently the segmentation of labour into independent and subordinate primary workers and secondary workers, reinforced by sex and race differences, leads to "class-fraction politics" and working-class weakness.

The authors test these ideas against available historical evidence, much of it in the form of aggregated quantitative data, and suggest that they are sound. The linking of socioeconomic trends with changes in the labour process is ambitious and there are bound to be some developments which cannot be incorporated even into a framework with overlapping periods (which in principle allows contemporaneous phenomena to be seen as signs of either decay or exploration). The argument, however, is an important and valuable one, and it is to be hoped that British experience will be subjected to a similar analysis. Those interested in studies of the labour process will also be challenged by the authors' assertions that segmentation cannot be seen as an immediate development of monopoly capitalism and that Seligson Management and Fordism had a much later impact than is normally suggested.

The notion of "Fordism" features prominently in *Work and Politics*, but as much more general concept referring to "the organizational and technological principles characteristic of the modern large-scale factory" which the author sees as currently threatened by the need for greater flexibility. This usage of "Fordism" is not the only respect in which Professor Sabel's book is altogether more diffuse and loosely argued. He draws on an impressively wide-ranging and varied set of references, relating to the USA, France, Germany, Italy and other countries, to argue that employers segment jobs; that workers have differing world views toward them into suitable types of work; that workers' ideas of justice are offended they will tend to be militant, and the ensuing conflict can transform world views but differing world views lead to militancy over different issues. Thus "workers may share a common enemy, but it would be wrong to conclude that they are therefore united."

The argument is illustrated by a fascinating array of cases, some of the most detailed and interesting concerning developments in Italy in the 1960s and 1970s. It remains however stimulating and plausible rather than anything more systematically and firmly grounded. Indeed at several points the discussion is of possible or likely consequences following certain conditions rather than of what historically has happened or logically must follow. The same looseness characterizes Professor Sabel's criticisms of "technological determinism", "essentialism" and

"reductionism" at the start of his work, three notions which are really only presented as straw men for his arguments.

Thus *Work and Politics* is stimulating and insightful, and valuable in drawing attention to experience and developments largely unfamiliar in Britain. The much more solid contribution, *Segmented Work, Divided Workers*, though perhaps inevitably oversimplifying the picture, is likely to prove an important landmark in discussion of labour markets and the labour process.

Richard K. Brown

Richard K. Brown is professor of sociology at the University of Durham.

Worldly goods

Shifting Involvements: private interest and public action
by Albert Hirschman
Martin Robertson, £9.95
ISBN 0 11 85520 487 7

Why did the protest movements that flourished in industrial societies in the 1960s prove to be so short-lived? It is Albert Hirschman's view that the alternation of widespread public action with the predominant pursuit of private material welfare is a general feature of modern societies: the 1960s manifested the public, and the 1950s and 1970s the private poles of this cycle.

Consumerism, according to Hirschman, inevitably leads to disappointments. It is not so much that the products, particularly durables, fail to live up to their claims, but rather that they fail to provide the pleasure we expect from them. Houses, hi-fi's, cars, central heating and dishwashers may give us much pleasure initially; they make life more comfortable. But once the comfort is achieved, pleasure gives way to boredom. This insight can help us understand the pleasure of years of discomfort in transforming a rambling, cold, damp and draughty house into the boredom of the instant comfort of the modern house. Disappointment is reinforced by various forms of hostility to new wealth, ranging from revulsion at the availability of hitherto exclusive goods and services to the masses (the attraction of some of these, such as the secluded beach or "unspoiled" countryside, may depend on their exclusivity) to the disservices are not available to all.

Consumer disappointments in modern society eventually lead to the rejection of private consumerism as an ideology, and the embrace of public action as an alternative. Public life in turn, however, generates its own disappointments. It may make excessive demands on people's time and energy, while at the same time possible achievements may be limited through the dominance of the vote as the basis of the political system. Hence people may return to private concerns. Corruption may be an indication of the swing away from public concerns, as it is the use of public office for private gain.

This interesting essay contains a wealth of ideas. There is a surprising freshness in the treatment of such a well worn topic as the relation between public and private concerns. Particularly in his discussion of consumerism, Hirschman produces ideas which have a remarkable ring of truth about them. On the other hand, not much substantive evidence is given for his case, nor is it difficult to think of alternative explanations.

Some consumer durables, for instance, may increase pleasure through the time and resources they release and opportunities they create for other pleasurable activities, which could include public action. It could be, then, that the desire for such consumables – equipment to reduce the drudgery of housework, or cars to reduce the burden of, and thereby increase the opportunities made possible by travelling – reflects something other than the commitment to consumerism. Some durables, such as computers, may give ever increasing pleasure as the competence of the user increases.

The wave of public action of the 1960s could be seen not as a rejection of consumerism, but as the actions of people who could take their consumer goods for granted. The student who could feel assured of a professional career could afford to be a radical activist. In the 1970s, with the material good life much less secure, the luxury of political action may have been more often foregone. However, if the phenomenal resurgence of public action in the 1980s, then, a relationship between consumerism and public action may be doubtful.

Hirschman's arguments are not, therefore, altogether convincing. The great merit of the book lies, however, not in the neatness of its case, but in the intellectually stimulating way in which he has presented it. It ought to be a catalyst for significant social science research.

David Berry

David Berry is senior lecturer and head of the department of sociology at University College, Cardiff.

BOOKS

It comes to us all

Experimental Psychology and Human Aging
by Donald H. Kausler
Wiley, £18.20
ISBN 0 471 08163 9

In the most prosperous third of the world declining birthrates are offset by increased longevity. Soon one fifth of our populations will be aged 60 years or older. A panic reaction to this swift, quiet slide in age distributions is that we face the threat of a geriatric takeover in which national economies will founder under supercharges of hopeless Strindbergism. A more kindly anxiety is that we must somehow afford massive investments in social services, especially in custodial institutions, to tidy the elderly out of sight and allow us to continue to regard ourselves as youthful societies.

Kausler's excellent book provides bracing challenges to these defeatist views: "... our ability to combat the effects of human aging on important psychological processes and behaviour can best be enhanced through a realistic appraisal of what these effects really are". Kausler points out that we do not yet know what the effects of normal ageing really are: "Human aging is shrouded in myths". Human experimental psychologists have gradually eroded some of these myths. It is no longer possible seriously to believe that as age advances the joy of life slowly dies; that sexual activity inevitably wanes; that intelligence universally and inevitably declines in all individuals; that memory becomes totally unreliable; that inexorable personality changes occur so that we all become more conservative and rigid in outlook as we grow old or that youthful sociability inevitably hardens into taciturn introversion.

Kausler tries to show how ideas developed by human experimental psychologists can be used to establish precisely what does happen to people as they grow old. This is not useful as a sad catalogue of the progress of disability. The task is not merely to establish precisely how strengths and weaknesses change with time and experience, but rather to suggest new roles which older people may happily and efficiently fulfil, and to suggest simple aids and prostheses which may allow them to continue to do things which they enjoy in satisfying and effective ways.

Misleading generalizations about the nature of changes in old age proliferate because it is exceptionally difficult to obtain the evidence necessary to evaluate them. As Kausler points out, even if we can satisfy ourselves that people now aged between 70 and 80 years have a spectrum of political opinions well to the right of people now aged from 40 to 50 years we would be quite wrong to conclude from this fact alone that all humans inevitably become more conservative in outlook as they grow older. The political opinions of the older group were formed in an entirely different society. The elderly are not merely old. They are also time-travellers, who bring attitudes, values and skills from a vanished culture to bear upon an environment increasingly strange to them.

Moreover, in studies of ageing it is usually impossible to secure samples of people who are comparable in all important respects. Educational standards and experience have changed radically during the past 60 years. People who volunteer for laboratory experiments or who eagerly complete intelligence tests or questionnaires are a select (some would say a strange) subset of the population. As people grow old the effects of chronological age and of social experience are compounded with the effects of individual life histories, of health or illness, with the effects of habits of living, with the effects of the increasing social isolation of the elderly, with dietary habits, with the side-effects of necessary medication and with scores of other variables. Kausler's important contribution is



Paphopedium callosum, probably the best known slipper orchid, originally discovered in Thailand. Taken from *Slipper Orchids: the art of Digby Graham* by Robin Graham and Ronald Roy, published by Croom Helm at £25.

not merely to expose and to acknowledge these difficulties but to provide an extremely concise and valuable guide to some elegant statistical and methodological techniques which human experimental psychologists have developed to overcome them, and to attain sensible answers at least to some questions. He provides a guide to complex arguments and concepts which may well be of use to sociologists and social historians as well as to developmental psychologists. He also vindicates his claim that the techniques developed by human experimental psychologists are "by no means negligible" as contributions to our understanding of the existential predicaments of human beings, as well as to descriptions of their skills and capacities.

It is unfortunate that after this valuable, rather abstract, discussion of methodological issues Kausler finds himself confronted by the extreme dearth of hard evidence on human ageing, such as might allow him to correct, or at least to comment on, the myths which he exposes. He is forced to structure the scanty evidence in a rather formal way, making up by scholarly exposition for the absence of answers to any of the important questions he raises. He briefly surveys the ways in which psychological "meta-theories", such as associationism, information processing models, and an unidentified mélange of S-R connectionism and work on artificial intelligence which he terms "mechanistic modelling" have been (unsuccessfully) applied to the study of change in later life. It is surprising that he does not comment on models for ageing being developed in cognitive science. It is disappointing that he decides not to deal with the very large literature on neuroanatomical, histological and biochemical changes in old age, or to briefly touch on biological models of ageing in man and other animals.

After this excursion the remainder of this large book reviews age changes in sensory perception and memory, in concept formation and reasoning, in changes in intelligence as assessed by conventional psychometric procedures and more speculative work on possible changes in personality with age. This last section of a thorough review contains less hard evidence than any of the others, but it is possibly a more direct bearing on our perceptions of ourselves and of the ways in which we must come to terms with our individual subjective experiences of ageing. Personality

theorists have tended to assume tacitly that the personality traits they describe are stable throughout an individual's lifetime. There is no reason to believe that this is so, or even to believe that our individual experiences cease to interact with our inherited predispositions after our early twenties so that our personalities are frozen in youth. Kausler points out some formidable difficulties of interpretation attending the few studies yet completed.

This is an intelligent, scholarly, humane book. It intelligently extracts from scarce evidence an optimistic message – even if some of the optimism lies only in the fact that a clear-sighted scrutiny of the data reveals that we have not yet conclusively proved that the disabilities which we fear are all, actually, inevitable.

Patrick Rabbitt

Patrick Rabbitt is professor of psychology at the University of Durham.

Growth of personality

The Evolving Self: problem and process in human development
by Robert Kegan
Harvard University Press, £17.50
ISBN 0 674 27230 7

I finished reading this book feeling intense annoyance; having spent many hours ploughing through its opaque style, the return on this investment proved to be minimal.

The apparent purpose of the book is to extend cognitive-developmental theory to explain the growth of personality. The author follows the six-stage developmental model associated with Piaget and Kohlberg in seeking to establish a parallel model of the self. He suggests that each stage involves a different conception of the relationship between self and other, from the infant's inability to distinguish himself from those around him, to the adult's fully developed autonomy. The transition from one stage to the next is motivated by the internal contradictions in the existing conception, which must therefore be relinquished in favour of the better developed alternative. As this transition is

usually difficult and sometimes traumatic, much attention is paid to describing in detail a small number of psychotherapeutic cases.

The author must forgive me if this description does less than justice to his thesis. I may, admittedly, have been defeated in the long, arduous battle with his opaque and extravagant style, and jargon-ridden terminology. I possibly failed to appreciate the significance of the seemingly endless series of anecdotes and clinical examples. I might well have become lost in the frequent digressions on the state of contemporary culture in the United States, the women's movement, the modern family, organizations theory, and, one is tempted to say, "life, the universe, and everything".

However, if there was more to this book, it remains obscure to me. I was left with the distinct impression that it was a pamphlet masquerading as a book. However, to spin out so little to nearly 300 pages of text is, I suppose, an achievement of sorts.

Typical of the way the author's style obscures whatever his thesis might be, is his treatment of two apparently central concepts: "meaning" and "self". He seems to be making the obvious point that in order to give meaning to events, people do not stop at mere appearances, but conceptualize similarities and differences. Rather than make this point with clarity and precision, however, he cloaks it in unwarranted mystique, such as the unilluminating observation that "it is not that a person makes meaning, as much as that the activity of being a person is the activity of meaning-making". As a result, we are left with an author who, in trying to convince us of the need we all have to make sense of our experiences, is unable to make sense to his readers. Similarly, the concept of the self is introduced, but left unclear. We are not helped in our understanding by the author's repeated insistence that the self is its perceptions, or by the distinction he habitually draws between the "self" and the "organism".

Given that so much is supposed to rest on the ample intellectual shoulders of Piaget, one might have expected a clear account of the important elements of Piagetian theory. Not a bit of it. Although Piaget's famous experiment on the conservation of volume, using liquid poured from a tall, thin container into a short, fat one, is described at length, no adequate account is given of the stages of development which the author's own theory proposes to parallel. Much the same is true of Kohlberg: if one were not already familiar with this theory, the account of it contained in this volume would make little sense. Perhaps had the author paid more attention to explaining these two theories and their significance, the book would have been a more useful and enlightening work. As it is, the author's own theory is a little better.

As to the author's own reconceptualization of cognitive-developmental theory, we are, in the main, presented with a series of unsubstantiated assertions about what people think and feel. Whatever criticisms can be directed to Piaget and Kohlberg's theorizing, no one could legitimately accuse them of not grounding their theories in interesting and sometimes challenging observation. Kegan, on the other hand, tells us very little about anything apart from his beliefs about others' experiences.

Although this book can readily be dismissed as a literal waste of time, it could none the less prove damaging to the theory that its author claims to champion. If read by those unsympathetic to the cognitive-developmental approach, it will bring the whole theory into disrepute. Among cognitive-developmental theorists, this book could bring into disrepute the attempt to extend the theory from its concentration upon cognition to a consideration of affect: from helios to a concern with values; and from conceptualizing the individual in isolation to considering him in social relations. The attempt to raise these issues, which was the apparent purpose of this book, was worthy, but in dealing with them in such a speculative and vacuous manner, it may prove harmful. Moreover, the author ignores many other important issues which are implicitly raised in the course of

his own "analysis". For example, he uncritically accepts the unilinear stage model without considering whether it is appropriate to conceive of people as "developing" with its overtones of goal-directedness, rather than simply "changing". He ignores the possibility that development could be multi-linear, with alternative courses of development available to different individuals. He provides no evidence to support his implied view that individuals actually pass through the succession of stages set out in his model without, for example, skipping stages. More surprisingly still, he pays no attention to the vexed question of reversibility, in which people regress to earlier levels of development, despite the fact that he deals at length with clinical examples whose symptoms might well have been interpreted as showing signs of reversibility.

The reason for this meretricious acceptance of unilinear development is, however, not difficult to discern, for the author confuses the descriptive with the normative throughout his discussion. It is not only, supposedly, a fact that people proceed through the stages postulated in this theory, but it is right that they should, and a failure to do so is taken as pathological. It is clear that Kegan has a preconceived notion of what the fully developed adult is like. Therefore, the question he asks is not "how do people develop?", but "how do they develop towards this ideal?". This, of course, has been a central problem in cognitive-developmental theorizing, but one which Kegan does nothing to resolve, only to illustrate once more. However, as he does so little to resolve any other problems, it is perhaps expecting too much that he should address himself to such a knotty issue as this.

P. A. J. Waddington

P. A. J. Waddington is lecturer in sociology at the University of Reading.

Getting Up

Subway Graffiti in New York by CRAIG CASTLEMAN

Getting Up is the term used by graffiti artists to describe their success in making their mark on the New York subway system. It is a little more than a decade ago, with a large subway names inside New York's subway cars. Now the whole system is covered with graffiti: sometimes the outside of a whole car – even a whole train ten cars long – will carry an elaborate mural. Castleman does not judge the artistic merit or social significance of graffiti. His aim is to trace the growth of this social happening and to give an inside report on the lives and activities of the teenagers who, singly and in groups, sneak into the yards and tunnels to do their writing and painting. Castleman interviewed hundreds of teenagers, and also presents the other side, the views of transit police and public officials who unceasingly and unsuccessfully try to eradicate all traces of graffiti.

"No matter if one judges subway graffiti to be an art or pollution, one comes away from *Getting Up* admiring the ingenuity of the young writers..." *New York Times Book Review*, 1982, 44 illustrations, 4 in colour, £12.00.

Los Ambulantes

The Itinerant Photographers of Guatemala Photographs by ANN PARKER Text by AVON NEAL

These striking portraits of Indians, in richly ornamented clothes of trend of brightly-painted backpacks, record the ongoing Guatemalan folk tradition of itinerant photography. Few examples of this work have survived over time, but the authors travelled with itinerant photographers during a period of several years and Ann Parker's photographs – taken, in a sense, over their shoulders – speak for them and their little-known world. The book also includes several pictures taken by the itinerants themselves. The text, based on hundreds of interviews, reveals the personalities and photographic techniques. It vividly describes the hard and eventful life they lead attending fairs, markets and religious festivals all over Guatemala searching out customers. 1982, 80 duotones, 18 colour plates, £28.00.

The Massachusetts Institute of Technology

The MIT Press

126 Buckingham Palace Road, London SW1W 9SD.

RESEARCH IN BRITISH UNIVERSITIES POLYTECHNICS AND COLLEGES

RBUPO

1982

YOUR GUIDE TO CURRENT RESEARCH IN THE UK

Vol. 1 Physical Sciences £40
ISBN 0 7123 2003 2

Vol. 2 Biological Sciences £40
ISBN 0 7123 2004 0

Vol. 3 Social Sciences £30
ISBN 0 7123 2005 9

Set of 3 volumes (1, 2 & 3) £99
ISBN 0 7123 2002 4

Available from:
Publications Section (A4),
British Library Lending Division,
Boston Spa, Welby,
West Yorkshire, LS23 7BQ

Saturday January 29
11.38 Science Foundation Course: Preparatory Maths
— Angles (S191; prog MAF8-4)
11.00 The Pre-School Child: All In a Day's Work
(P912; prog 2)
11.28 Mathematics Across the Curriculum: What's It
All About? (PME233; prog 0)

CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

To place advertisements write to or telephone:

The Advertisement Manager,
The Times Higher Education Supplement,
Priory House, St John's Lane, London EC1M 4BX.
Tel: 253 3000. Telex 246971

Rates:

Classified Display - £9.50 pcc
Min. size: 9cm x 1 col @ £85.50
Classified Linage - £1.85 per line
Minimum 3 lines @ £5.55
Box number - £2.00

Copy deadlines:

Classified Display:
Friday in the week prior to publication
Classified Linage:
Monday 10.00 am in the
week of publication

Appointments

Universities
Fellowships
Research and
Studentships
Polytechnic
Colleges of
Higher Education
Colleges with
Teacher Education
Colleges and
Institutes of Technology

Technical Colleges
Colleges of
Further Education
Colleges and
Departments of Art
Administration
Overseas
Adult Education
Librarians
General Vacancies
Industry and Commerce

Other classifications

Exhibitions
Awards
Conferences and Seminars
Courses

Personal
For Sale and Wanted
Holidays and
Accommodation

Universities

nihe
limerick

Planned as Ireland's first technological university, the NIHE, Limerick has already gained widespread recognition for its contribution to the country's industrial development. Construction is now under way on a new 17,000m² complex, which will double the range of laboratories and specialist business facilities. There are vacancies for:

SENIOR LECTURER/LECTURER/ ASSISTANT LECTURER IN COMPUTER ENGINEERING

Applicants should have experience and expertise in one or more of the following areas: Operating Systems, Systems Software, High Level Language Compilers and Interpreters, Computer Hardware, Interfaces, Design, Inter-Computer Communications, Networks. Candidates with microcomputer and microcomputer experience will be favoured.

SALARY SCALES:
Senior Lecturer: £14,519-£19,178 p.a.
Lecturer: £12,456-£17,389 p.a.
Assistant Lecturer: £10,701-£15,135 p.a.

Application material available from the Personnel Office, The National Institute for Higher Education, Limerick, Ireland should be completed and returned by 11 March, 1983.

UNIVERSITY OF STRATHCLYDE

PROFESSOR OF PHARMACY

The University invites applications for the post of Professor of Pharmacy, vacant on the retirement of Professor J.S. Stanlake and his translation to a research professorship. The successful candidate will provide academic leadership in the pharmaceutical chemistry division of the department of Pharmacy and will have an established research and teaching record in a relevant branch of pharmaceutical or medical chemistry.

Further particulars (quoting 25/82) may be obtained from the Registrar, University of Strathclyde, McCulloch Building, 16 Richmond Street, Glasgow G1 1XQ. Applications should be lodged by 31st March, 1983.

REMINDER
Copy for
Classified Ads in the
THES
should arrive not later than
10a.m. Monday
preceding publication

UMIST
DEPARTMENT OF CHEMISTRY
CHAIR IN CHEMISTRY

A Professorial vacancy exists in the Department as a consequence of the retirement of Professor P. G. Ashmore. It is anticipated that the successful candidate will be a physical chemist with a proven research record. He/she will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Southampton THE UNIVERSITY

ENGINEERING MATERIALS

A position is available in the Department of Engineering Materials for a Research Assistant to conduct research on the Metallurgical Aspects of High Pressure Die Casting. The research is funded by the SERC for a three-year period at an initial salary of £7,225 per annum.

Candidates should have a degree in Metallurgy, Materials Science or a related subject and relevant research experience in the casting field would be an advantage.

Applications (in duplicate) giving a brief curriculum vitae and the names of two referees should be sent to D. A. S. Copland, The University, Southampton SO9 5NH, quoting reference 16/THES.

UNIVERSITY OF EAST ANGLIA
Norwich

DEPUTY FINANCE OFFICER

Applications are invited for the above post from professionally qualified accountants with wide experience in financial administration and management. The appointment will be for a term of 12 months, starting from 1st October, 1983. Salary within the administrative grade IV range on the scale £16,516-£18,516 p.a. annum with USS benefits.

Applications (three copies) giving details of three persons to whom reference may be made should be lodged with the Establishment Officer, University of East Anglia, Norwich, NR4 7TJ, from whom further particulars may be obtained, not later than 28th February, 1983. (No forms of application are issued.)

University of Waikato
Hemilton, New Zealand

CHAIR IN MANAGEMENT STUDIES

The Department of Management Studies at the University of Waikato has developed a new multidisciplinary approach to management studies. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Southampton THE UNIVERSITY

COMPUTER STUDIES

Applications are invited for the post of Lecturer in Computer Studies in the Department of Mathematics. Candidates should have an Honours degree in Mathematics, Science or Engineering and either a higher degree in Computer Science or appropriate industrial experience.

The post is tenable from 1 September, 1983. Salary scale £8,576-£12,016 - £15,000 p.a. annum. The initial salary will depend on qualifications and experience.

Further particulars may be obtained from Mrs E. C. P. Sears, The University, Southampton SO9 5NH to whom applications (3 copies) from United Kingdom applicants should be sent not later than 10th February 1983 quoting reference 16/THES.

University of Melbourne
Department of Physical Chemistry

LECTURERSHIP (CONTINUING)

Applicants should have a degree in Chemistry, preferably in Physical Chemistry, and a research record in the field of Physical Chemistry. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Universities continued

University of Papua New Guinea

Applications are invited from suitably qualified persons for the post of **SENIOR LECTURER/LECTURER IN EDUCATION**

Candidates should hold a postgraduate qualification in Education, preferably a PhD, and have a minimum of five years' experience in education. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of Papua New Guinea

Applications are invited from suitably qualified persons for the post of **SENIOR LECTURER/LECTURER IN THE DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

Candidates should hold a postgraduate qualification in Political Science or Administration, preferably a PhD, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of the West Indies
St Augustine

Applications are invited from suitably qualified persons for the post of **LECTURER/ASSISTANT LECTURER IN SOCIOLOGY OF EDUCATION**

Candidates should hold a degree in Sociology, preferably in the Sociology of Education, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of Bath

LECTURERSHIP IN ELECTRICAL ENGINEERING

Applications are invited from suitably qualified persons for the post of **LECTURER IN ELECTRICAL ENGINEERING**

Candidates should hold a degree in Electrical Engineering, preferably in the field of Electrical Engineering, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of Edinburgh
Department of Philosophy

LECTURER

Applications are invited from suitably qualified persons for the post of **LECTURER IN PHILOSOPHY**

Candidates should hold a degree in Philosophy, preferably in the field of Philosophy, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of the South Pacific

Applications are invited from suitably qualified persons for the post of **FELLOW IN CURRICULUM DEVELOPMENT - VOCATIONAL SUBJECTS (89/1)**

Candidates should hold a degree in Education, preferably in the field of Curriculum Development, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of the South Pacific

Applications are invited from suitably qualified persons for the post of **LECTURER IN GEOLOGY**

Candidates should hold a degree in Geology, preferably in the field of Geology, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of Warwick

LECTURERSHIP IN LAW

Applications are invited from suitably qualified persons for the post of **LECTURER IN LAW**

Candidates should hold a degree in Law, preferably in the field of Law, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of the West Indies
St Augustine

Applications are invited from suitably qualified persons for the post of **LECTURER/ASSISTANT LECTURER IN BOTANY**

Candidates should hold a degree in Botany, preferably in the field of Botany, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Balliol College
Oxford

SCHOLARSHIP

Applications are invited from suitably qualified persons for the post of **SCHOLARSHIP**

Candidates should hold a degree in a relevant subject, preferably in the field of the Scholarship, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of the West Indies
St Augustine

Applications are invited from suitably qualified persons for the post of **LECTURER IN PSYCHOLOGY**

Candidates should hold a degree in Psychology, preferably in the field of Psychology, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of Dundee

LECTURER IN GEOLOGY

Applications are invited from suitably qualified persons for the post of **LECTURER IN GEOLOGY**

Candidates should hold a degree in Geology, preferably in the field of Geology, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of York

CONFERENCE OFFICER

Applications are invited from suitably qualified persons for the post of **CONFERENCE OFFICER**

Candidates should hold a degree in a relevant subject, preferably in the field of the Conference Officer, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of St. Andrews
Department of Modern History

TEMPORARY LECTURERSHIP

Applications are invited from suitably qualified persons for the post of **TEMPORARY LECTURER**

Candidates should hold a degree in History, preferably in the field of History, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

University of St. Andrews
Department of Modern History

TEMPORARY LECTURERSHIP

Applications are invited from suitably qualified persons for the post of **TEMPORARY LECTURER**

Candidates should hold a degree in History, preferably in the field of History, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Northern Ireland
The Queen's University of Belfast

LECTURERSHIP IN SEMIOTIC STUDIES

Applications are invited from suitably qualified persons for the post of **LECTURER IN SEMIOTIC STUDIES**

Candidates should hold a degree in Semiotics, preferably in the field of Semiotics, and have a minimum of five years' experience in the field. The successful candidate will be expected to participate in the teaching and administration of the Department, to collaborate effectively with industry, and to encourage interdepartmental research and teaching.

Applications from candidates with interests in one of the following areas of research will be particularly welcome:

- Physical aspects of catalysis
- Fundamentals of polymer chemistry
- Electrochemistry
- Surface and colloid chemistry
- Solid state chemistry
- Molecular and liquid crystals
- Physicochemical aspects of biological processes
- Applications of new radiation sources eg. lasers, synchrotron
- Chemical Physics

but applications from able candidates with fields of interest other than these will also be welcome.

The professorial average is now £18,515 a year.

Requests for application forms and further particulars, quoting reference CH3/CJ, should be sent to the Registrar, Room B6, UMIST, PO Box 88, Manchester M60 1QD. Completed application forms should be returned to the Registrar as soon as possible.

Polytechnics

NORTH EAST LONDON POLYTECHNIC

Faculty of Engineering, Barking Precinct, Longbridge Road, Dagenham, Essex.

School of Electrical and Electronic Engineering

Head of School - Grade VI

Applicants should be chartered Electrical Engineers and hold a higher degree, preferably a doctorate, in Electrical, Electronic or Control Engineering. They must have significant experience in a Polytechnic or University, in both research and educational capacities, and have gained external academic standing. It is essential that they have the personal qualities necessary to provide a strong leadership.

Salary: £16,887-£17,490 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

Lecturer within the range LII to PL

Applicants should be well qualified and experienced Engineers in an area of electronic, communications or control engineering, and should be qualified at least to the level of an Honours degree. A proven record of research achievement leading to publications is necessary and a performance of supervising the research of academic staff or students would be an advantage.

Salary: LII - £9,856-£11,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

School of Manufacturing Studies and Mechanical Engineering

Lecturers in Manufacturing Systems within the range LII to SL (Two Posts)

Candidates should possess a relevant first or higher degree and have recent industrial experience in manufacturing systems design and/or operation. Preference will be given to candidates with experience of CAD/CAM systems, flexible manufacturing systems, robotics, or the application of microcomputers to the control of manufacturing processes.

Salary: LII - £9,856-£11,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

NELP North East London Polytechnic

DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited for the post of

COLLEGE SECRETARY

The college - a Scottish Central Institution - offers a wide range of degree and diploma courses. The person appointed will be directly responsible to the Principal for the administrative, financial and legal affairs of the college and he/she will also act as Secretary to the Board of Governors and the Academic Council.

Applicants should have appropriate graduate and/or professional qualifications together with substantial administrative experience at a responsible level, preferably in higher education.

The salary is currently £17,364, and financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms are available from the Principal, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed applications should be returned by 11th February, 1983.

North Staffordshire Polytechnic

Faculty of Computing, Humanities and Education

Department of Computing

Principal Lecturer and

Senior Lecturer Grade II in Computing

Salary: £11,022-£12,188

Applicants should be well qualified and experienced in the field of computing, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computing, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computing, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computing, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP IN PHYSICS

Applicants must have a good honours degree in physics. Teaching, industrial, research, or other relevant experience would be advantageous, as would possession of a higher degree. Applications would be particularly welcome from candidates with an interest in digital electronics, microprocessors or the use of computers in the teaching of physics.

Salary Scale (under review): £7,856-£11,700 (bar) - £12,561, with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom applications should be lodged not later than 14th February, 1983.

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP in Statistics

Applicants should have high academic qualifications in statistics together with appropriate teaching and/or research experience. A specialist interest in time series analysis or multivariate analysis would be an advantage. The person appointed will be required to teach to honours degree level.

Salary Scale (under review): £7,856-£11,700 (bar) - £12,561, with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom applications should be lodged not later than 11 February 1983.

SHEFFIELD CITY POLYTECHNIC

Department of Economics and Business Studies

PRINCIPAL LECTURER IN BUSINESS POLICY

Applicants should be able to demonstrate a high level of appreciation of the theoretical and practical aspects of Business Policy and an ability to provide academic leadership in the development of first degree and diploma level courses. Candidates should normally have a good first degree and a relevant postgraduate qualification together with appropriate teaching and work experience.

PRINCIPAL LECTURER IN ECONOMICS

The successful candidate will be expected to make a major contribution to the development of economics as a member of a large multi-disciplinary department and on a wide range of courses within the department and throughout the Polytechnic.

Salary Scale: £11,022-£12,188 (bar) - £12,561.

Application forms and further details from the Personnel Officer, Sheffield City Polytechnic, (Sheff. 1100), Hallam House, Pinston Square, Sheffield S1 9PL or by phoning 0114 259111 ext. 347. Completed forms to be returned by 28th February.

Sheffield Polytechnic is an equal Opportunities Employer.

BRIGHTON POLYTECHNIC

Countywide Research Unit/Computer Centre

RESEARCH FELLOW IN LAND MANAGEMENT

£8,856-£9,330

To work initially for two years on land management information systems. Experience in land management and computing desirable.

Further details and application forms from the Deputy Head of Personnel, Brighton Polytechnic, BN2 4AT. Tel: Brighton 01273 826656. Ext. 2834. Closing date 19th February, 1983.

Brighton Polytechnic

Faculty of Arts and Social Sciences

0.5 LECTURER II IN DESIGN HISTORY

£6,855-£10,022

Applicants should be well qualified and experienced in the field of design history, with a relevant degree and significant experience in higher education.

Salary: £6,855-£10,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of design history, with a relevant degree and significant experience in higher education.

Salary: £6,855-£10,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of design history, with a relevant degree and significant experience in higher education.

Salary: £6,855-£10,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of design history, with a relevant degree and significant experience in higher education.

Salary: £6,855-£10,022 plus the appropriate London Weighting Allowance. Reference Number: E/4/82.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Taaasida Polytechnic

Department of Computer Science

Applications are invited for the post of

PRINCIPAL LECTURER II/ SENIOR LECTURER

Computer Science is well established in the Polytechnic in a large academic department that has the full support of a well equipped Computer Centre. The staff of the department teach the whole spectrum of computer science and the applications on degree and diploma courses in computing and on courses in other disciplines across the Polytechnic.

One of the Principal Lecturer posts is associated with the Industrial Training Tutorship in the department. Applicants should have experience of placing sandwich course students in industry and of organising the monitoring of students' performance during their industrial year.

For the other Principal Lecturer post, applicants should have a relevant degree and a high level of academic achievement. They should have experience of teaching and of supervising research. The person appointed will also be expected to assist with the day to day running of the department.

Applicants for the post of Lecturer II/Senior Lecturer should be able to lecture in one or more of the basic aspects of the subject.

Salary: Principal Lecturer - £11,022-£12,188 (two posts) - £12,561 per annum. Salary on appointment will be no greater than £11,022 per annum.

Lecturer II/Senior Lecturer - £9,856-£11,022 (two posts) - £11,022 per annum. Salary on appointment will be no greater than £9,856 per annum.

Application forms and further particulars available from the Personnel Section, Taaasida Polytechnic, Brough Road, Middlesbrough, Cleveland TS1 1AT. Tel: 01642 515131, extension 4114.

Closing date for applications 11 February 1983. H3

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

University of Oxford

K.A. JUNIOR RESEARCH FELLOWSHIP

The College proposes to fund a research fellowship in the field of computer science, to be held by a person appointed to the post of Lecturer II or Senior Lecturer in the Department of Computer Science. The fellowship will be for a period of three years, renewable for a further three years. The holder of the fellowship will be expected to carry out research in the field of computer science, and to teach and supervise research students. The fellowship will be held in the Department of Computer Science, which is a part of the Faculty of Mathematics. The department has a strong tradition of research in computer science, and the fellowship will be an important part of the department's research programme. The holder of the fellowship will be expected to make a significant contribution to the department's research programme, and to be an active member of the department's research community. The fellowship will be held in the Department of Computer Science, which is a part of the Faculty of Mathematics. The department has a strong tradition of research in computer science, and the fellowship will be an important part of the department's research programme. The holder of the fellowship will be expected to make a significant contribution to the department's research programme, and to be an active member of the department's research community.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Applicants should be well qualified and experienced in the field of computer science, with a relevant degree and significant experience in higher education.

Salary: £11,022-£12,188 (two posts) - £12,561 per annum.

For further details and an application form for any of the above posts please contact the Polytechnic Personnel Office, North East London Polytechnic, Jobs House, 180/184 High Road, Chadwell Heath, Essex, RM6 6LX. Tel: 01-586 7782. Ext. 312/3136 quoting the appropriate reference number. Closing date for receipt of applications: 10th February, 1983.

Overseas continued

Overseas Career Service

The British Council, a publicly funded body whose aim is to promote an enduring understanding and appreciation of Britain in other countries through cultural, educational and technical co-operation, intends to recruit a number of staff to its Overseas Career Service in 1983. At present the Council has staff in over 80 countries throughout the world and those appointed to the OCS undertake to serve wherever they are posted during their careers. They can expect to spend about two-thirds of their working lives overseas, sometimes in difficult conditions.

Applicants should have an honours degree or equivalent qualification. There is no restriction as to subject but the Council's main interests are in Education, English Teaching, Science, Librarianship and the Arts. Qualifications and experience in accountancy and finance would be of benefit. An aptitude for learning languages is essential and knowledge of a difficult language is an advantage. In addition candidates should have had at least three years work experience after graduation, preferably overseas.

Successful candidates are likely to be aged between 26 and 33 but candidates with exceptional qualities outside this age range will be considered.

OCS officers perform a wide variety of tasks in the area of cultural relations. All must possess the qualities that representation of Britain overseas demands and must demonstrate the potential to occupy responsible managerial posts successfully. Entrants should not therefore necessarily expect to serve in posts that use their academic qualifications exclusively. An initial period after appointment will be spent at the Council's headquarters in London before first posting overseas.

The starting salary is £7822 plus £1220 London weighting. Terms and conditions of service are in line with those of comparable organisations in the public sector. Furnished accommodation and allowances, including children's education allowances, are provided while overseas.

Interviews and selection boards will be held in London. For application forms and further information please write to Staff Recruitment Department, The British Council, 65 Davies Street, London W1Y 2AA or telephone 01-499 8011 extension 3034, 3174 or 3481. Please quote reference F8.

The closing date for applications is 28 February 1983.

Research & Studentships

University of Natal
Durban and
Pietermaritzburg
South Africa
PRINCIPALSHIP

The University is seeking a successor to Professor N. B. G. Clarke, the Vice-Chancellor, who is retiring on 30th June, 1983.

Persons interested in the post or who wish to suggest names for consideration are invited to write under confidential cover to the Registrar, University of Natal, George V Avenue, Durban, 4001, South Africa, who will be pleased to supply further information about the University.

The closing date for receipt of applications and nominations is 31st May 1983.

University of Oxford
St Hilda's College

The College proposes to appoint a successor to Professor N. B. G. Clarke, who is retiring on 30th June, 1983.

Persons interested in the post or who wish to suggest names for consideration are invited to write under confidential cover to the Registrar, University of Oxford, George V Avenue, Durban, 4001, South Africa, who will be pleased to supply further information about the University.

The closing date for receipt of applications and nominations is 31st May 1983.

University of York
Department of Education
RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant for a period of one year from 1 September 1983. The post is part of the SSRC funded research project 'The impact of social class on educational achievement' directed by Professor J. Cremin. The post involves classroom observation, teaching in secondary schools, and supervising students. Final-year undergraduates or holders of a postgraduate diploma in education are eligible. Applications should be sent to the Director of Education, University of York, Heslington, York YO1 5DD. Closing date 15 February 1983. Reference: HT8.

The salary will be £5,358 per annum within Range 16 of the salary scale for Research and Academic staff.

Three copies of applications, naming two referees, should be sent to the Director of Education, University of York, Heslington, York YO1 5DD. Closing date 15 February 1983. Reference: HT8.

Overseas continued

UNIVERSITY OF CAPE TOWN
Information Systems Manager

The University has embarked upon the development of new integrated database systems and a new post of Information Systems Manager has been created to head up the administrative data processing and information centre. The Information Systems Manager will report direct to the Registrar and will control 20 staff consisting of project leaders, typists, programmers, data capturing and RJE operating personnel, and will be responsible for co-ordinating the development, maintenance and production of all the University's administrative information systems.

All systems are currently processed on a UNIVAC 1100 system but in the proposed new developments alternative hardware solutions may be employed.

Applicants must have experience in information systems management and experience in on-line database design. A degree or equivalent qualification will be an added advantage.

The salary range will be R20 000 to R33 000 per annum and in addition a service bonus subject to 10% reduction in the event of redundancy. The package includes contributory pension scheme, subsidised medical aid, group life insurance, a housing subsidy scheme subject to State regulations and a 75% remission of tuition fees for dependants at UCT.

Applicants should submit a curriculum vitae stating present salary, qualifications, experience, the date upon which duty could be assumed, and the names and addresses of three referees.

Further information may be obtained from Miss J. Lloyd, SA Universities Office, Chichester House, 278 High Holborn, London WC2N 6DT, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag 7700, South Africa, to whom applications (quoting ref. no. E/27) must be received not later than 15 February 1983. Late applications may be accepted.

The University's policy is not to discriminate on the grounds of sex, race or religion. Further information on the implementation of this policy is obtainable on request.

Administration

The London School of Economics
and Political ScienceAppointment of
DIRECTOR

The Court of Governors of the School has established a Selection Committee to make a recommendation for an appointment of Director of the School from 1 October 1984 when, as already announced, Professor Ralf Dahrendorf will give up the office.

Further particulars of the appointment may be obtained from the Secretaries, The London School of Economics and Political Science, Houghton Street, Aldwych, London WC2A 2AE.

Anyone interested in being considered for appointment or wishing to recommend anyone for consideration is invited to communicate as soon as possible but not later than the end of April with the Chairman, Sir Alan Wheldon, at the School. Communications should be marked Private and Confidential.

University of Bath
School of Education
RESEARCH STUDENTSHIP

Available for one year for research into Distance Education. The award is of a closely associated educational field. The award will be made to a student of the level of current SSRC studentships to include maintenance and fees. Applicants should have a teaching certificate and 2 years teaching or equivalent experience. The successful applicant will be registered for a higher degree by research.

Letters of application to the Director of Studies for Education, University of Bath, Claverton Down, Bath, BA2 9AY, enclosing proposal for research topic and names and addresses of 3 referees.

Closing date for applications is 15 February 1983. Reference: HT8.

oxford polytechnic

Applications are invited for the post of
CHIEF
ADMINISTRATIVE OFFICER
(£15,258 - £16,299)

who is responsible to the Director for the administration of the Polytechnic, acts as Secretary to the Polytechnic and is Clerk to the Governors.

Further particulars and application forms may be obtained from the Deputy Administrator, and should be returned to the Director, Oxford Polytechnic, Headington, Oxford OX3 0BP.

University of
Warwick
ADMINISTRATIVE ASSISTANT

Applications are invited for a post of Administrative Assistant in the Registry. Candidates should have a good honours degree, and should have had some further experience in either employment or in postgraduate study. An ability to handle statistical material would be an advantage. Salary on the Administrative Grade 1A scale is £5,550-£11,100 p.a.

Further details from the University of Warwick, Coventry, CV4 7AL, to whom applications (including the names and addresses of three referees) should be sent by 15th February 1983. Please quote Ref. No. 25/8/82/HT1.

London Borough of
Ealing
Education Department
AREA ADULT
EDUCATION
PRINCIPAL

Salary: Borough Principal Group 8, £15,207 p.a. inclusive of London weighting.

Applications are invited from candidates with suitable qualifications, and appropriate experience, and are responsible for the operation and administration of Adult Education throughout the Borough.

Please quote reference: ED/25. Closing date: 8.3.1983.

Further details and application forms are available from the Chief Education Officer, Ealing Education Department, 25th Floor, City of London, London EC3N 4ET. Tel: 01-834 2224 ext. 4614. Out of hours answer service on 01-834 1882.

Careers
Development
Officer

An opportunity is offered to an experienced and enthusiastic person interested in Career Development Skills to develop and implement a comprehensive education and careers advisory unit. Responsibilities will include careers counselling, vocational guidance and careers management with particular emphasis on future careers and career development of students and adults.

Experience in management of Career Development programme is essential and applicants should possess academic qualifications and professional experience in teaching or industry or business. Interested applicants should send a letter of application together with a full C.V. to:

EDUCARE
His Highness Prince Aga Khan
Department of Education for U.K.,
3/6 Palace Gate, Kensington,
London W8 5LS.
Closing date for applications: 28th February, 1983.

Home Exchange

US acad./prof. families seek home exchanges summer. Call/Write: Enid, 4000 S. 1st St., Phoenix, AZ 85006.

CLASSIFIED
ADVERTISEMENTS

To Advertise in the

THES

Please phone
JANE MCFARLANE
on
01-253 3000

THE TIMES
HIGHER
EDUCATION
SUPPLEMENT

Priory House,
St John's Lane,
London EC1M 4BX

Administration continued

WELSH OFFICE
DEPARTMENT OF EDUCATION AND SCIENCE
HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in Wales.

Inspectors provide a service of professional advice to the Secretary of State and their work includes inspecting and advising all educational institutions other than Universities; writing reports; consulting with local education authorities; organising courses; and undertaking general duties as well as specialist work.

The Inspectorate is particularly anxious to recruit for the following specialisms: chemistry; history; mathematics; food education/vocational and hotel management; primary education - junior and infant/nursery.

Candidates should have relevant qualifications and experience in schools or colleges together with informed interest in current educational thought and practice.

For at least one of the posts, it would be an added advantage if candidates had particular interest and experience in dealing with pupils having special needs.

Starting salary within the range £13,848 to £19,934. Higher posts are normally filled by promotion.

Application forms (to be returned by 25 February, 1983) and further information may be obtained from: Mrs E. Thomas, Welsh Office, Education Department, Room 1-027, Cathays Park, Cardiff, South Glamorgan, CF1 3ND. (Tel. No: Cardiff 823370.)

Adult Education

Morley College
61 Westminster Bridge
Road, SE1 7HT
Department of Art, Design
& Crafts5 SENIOR
LECTURER IN ART
DESIGN & CRAFTS

Required at Morley College. New post with special responsibility for building up new programme in family work shops and/or community art. Some teaching and planning, supervising and outreach. Art training background necessary plus some experience of adult education. Job description available by post on application. Applications with C.V. to Principal by 25th February, 1983.

5 SENIOR
LECTURER IN ART
DESIGN & CRAFTS

Required at Morley College. In charge of high quality adult education programme in printmaking and linocut. Distinction in printmaking specialist and teaching essential. Plus experience of adult education. Job description available by post on application. Applications with C.V. to Principal by 25th February, 1983.

PLEASE
MENTION THE
THES
WHEN
REPLYING TO
ADVERTISEMENTSSpecial
Features
1983

Feb

11 Microfilm Publishing

Mar

25 Management Education
(Association of Teachers of
Management 28-30
March)

June

10 Reviews of New
Journals in the Humanities
and Social Sciences
17 Computers in Higher
Education

July

1 Education for
Employment

Aug

12 Feature to
commemorate the 13th
Commonwealth
Universities Congress at
Birmingham (14-20 Aug.)

Sept

16 Reviews of New
Journals in the Sciences

The Times Higher Education
SupplementSpecial Book
Numbers for 1983

Feb

4 English (I)
11 Education (I)
18 Biological Sciences (I)
25 Economics (I)

Mar

4 European Studies
11 Sociology (I)
18 Maths and Physics (I)
25 History (I)

Apr

1 London Book Fair
8 Psychology (I)
15 Engineering
22 Philosophy
29 Chemistry

May

6 Law
13 American Studies
20 Environmental Studies
27 Social Administration

Sept

23 Education (II)
30 Economics (II)

Oct

7 Biological Sciences (II)
14 English (II)
21 University Presses
28 Sociology (II)

Nov

4 Maths and Physics (II)
11 History (II)
18 Psychology (II)
25 Politics

Dec

2 Computer Science

A copy of what I really said will appear in *Innovation through Recession* edited by Geoffrey Squires and published by the society.

Yours faithfully,
DONALD BLIGH,
Director